DOCUMENT RESUME

ED 432 655 AA 001 312

Resources in Education (RIE). Volume 35, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 432 656 CE 078 909

Masri, Munther W.
The Changing Demands of the 21st Century: Challenges to Technical and Vocational Education.
PUB DATE- 99
NOTE- 9p.; Keynote speech presented at the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999). For a related document, see ED 421 614.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; Education Work Relationship; *Educational Needs; *Educational Philosophy; Foreign Countries; Futures (of Society); *Human Resources; *International Education; Job Training; Postsecondary Education; Secondary Education; *Vocational Education; *Work Attitudes

Technical and vocational education and training should be considered within the more comprehensive concept of human resources development. To ensure that both the human and the professional aspects of vocational education are addressed, two major dimensions should always guide the design of training and human resource development: education and work. The educational dimension caters to individual needs and human aspects, whereas the work or economic dimension caters to societal needs and labor market requirements. The challenge to vocational

DOCUMENT RESUME

ED 432 673 CE 079 022

Kirk, James J.; Murrin, Jennifer
On-line Career Services: A Brief Update.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Counseling; *Career Development; Career Education; *Career Planning; Colleges; Computer Mediated Communication; Educational Planning; Higher Education; Information Dissemination; *Information Sources; Internet; Job Placement; *Online Systems; *Recruitment; Secondary Education; *World Wide Web

Numerous web sites on the Internet are dedicated to academic and career planning, market information, market trends, and job banks. A majority of the human resource management services offered on the Internet deal with the area of recruiting. The job placement activities emphasize searching vast databases of job openings and submitting resumes. The World Wide Web also provides a variety of information sources helpful to individuals striving to manage their careers in a rapidly changing work environment. Newsgroups function as electronic bulletin boards that offer a convenient way to gather career information and make professional contacts. Online help is also available in these areas: salary negotiating, preparing for interviews, and interviewing online. Within the past 2 years, career development services on the Web have undergone a virtual metamorphosis. Information about colleges and universities comprises a large content area on the Internet. Telementoring is becoming popular as a way for students to seek career advice and counseling. Career planning services continue to proliferate on the Web. Some web sites are beginning to expand their resources to include private counseling, but there is still very little attention given to testing and self-assessment related to career planning. (Appendixes include six tables related to various types of web sites with their addresses. Contains 26 references.) (YLB)

ED 432 674 CE 079 023

Redovich, Dennis W.
The Education & Financial Systems of the World & the Big Con. Part One--World Education & Education Reform in Europe. Report 10. Updated.
PUB DATE- 99
NOTE- 14p.; For a related document, see ED 426 276.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education Work Relationship; Educational Attitudes; Educational Benefits; Educational Change; *Educational Economics; Educational Finance; *Educational Needs; *Educational Trends; *Employment Opportunities; Employment Patterns; Employment Qualifications; Foreign Countries; Position Papers; Postsecondary Education; Salary Wage Differentials; Secondary Education; Vocational Education
IDENTIFIERS- Europe; *Global Economy; Israel; United States; Wisconsin

Observations of schools and the economies of various countries

ED 432 690 CE 079 046

McNamara, Gerry
Guidance in Adult and Continuing Education.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Counseling; Adult Development; Adult Education; Adult Learning; Adult Students; Aging (Individuals); Career Development; Comparative Analysis; *Continuing Education; Counseling Services; *Counseling Techniques; Counseling Theories; Counselor Attitudes; Educational Needs; Educational Policy; Educational Trends; Employment Patterns; Foreign Countries; *Guidance Programs; *Lifelong Learning; Literature Reviews; Needs Assessment; Nontraditional Students; Older Workers; Postsecondary Education; Program Development; Student Attitudes; Student Characteristics; Synthesis; Theory Practice Relatio *Ireland; *United Kingdom
IDENTIFIERS- *Ireland; *United Kingdom

The provision of guidance in adult and continuing education in Ireland was examined. First, policy in Ireland regarding guidance for adults in education is discussed in the context of the proposals adopted by the European Union (EU) Commission and EU Member States pursuant to the EU Year of Lifelong Learning in 1996. Recent literature on career guidance for adults is reviewed, and the concepts and theories that render the guidance needs of adult students different from those of younger students are highlighted. Then, the development of adult guidance policy in the United Kingdom is traced, and recent related initiatives in Scotland are briefly described. Presented next are the findings of a research study that was conducted by the Dublin Institute of Technology's College of Marketing and Design to identify the current and future guidance needs of adults in schools and third-level colleges. It is concluded that the focus of guidance for Irish adults must be shifted to a lifetime perspective and that a national vision of adult educational guidance must be developed that includes linkages with noneducation-based guidance services (local employment services, unemployment resource centers, and area-based partnership initiatives). (Contains 41 references.) (MN)

ED 432 691 CE 079 047

Copa, George H.
New Designs for Learning: K-12 Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; Educational Change; *Educational Environment; *Educational Facilities Design; Experiential Learning; High Schools; *Instructional Design; *Instructional Development; *Learning Experience; School Community Relationship

Much about designing learning experiences and supporting environments has been learned from the New Designs for Learning process. Looking at the history of education in the United

DOCUMENT RESUME

ED 432 708 CG 029 395

Srebro, Karen; Hodges, Jilda; Authier, Charlene; Chambliss, Catherine
Views of College Student Smoking: A Comparison of Smokers and Nonsmokers.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Students; Higher Education; *Smoking; Stereotypes; *Student Attitudes; Student Behavior
IDENTIFIERS- *Nonsmokers

College faculty/staff members (n=76) and college students (n=212) from a small liberal arts college in a suburban area in the Northeast United States participated in this study. Participants completed a survey consisting of items pertaining to features and determinants of college students' smoking that measured their feeling associated with smoking behavior and perceptions of college-age smokers. Questions regarding smoking history were used to determine the participants' smoking status of never, former, or current. Across these three smoking status groups, no significant group differences were found on ratings of attractiveness, contentment, and sophistication. Attractiveness was rated similarly by all groups; raters generally perceived smokers as unattractive. Likewise, smokers were viewed as generally unsophisticated and all groups perceived smokers as rarely appearing content. Overall ratings indicated that smokers were generally seen as rarely secure, intelligent, physically fit, or energized. On these variables, significant differences emerged among the three smoking status groups. However, although ratings of these characteristics were found to differ significantly across groups, no group gave these favorable characteristics a mean rating of rarely or higher, therefore indicating a pervasive negative view of smokers. On each of these four characteristics, current smokers gave the lowest ratings, which indicates that they hold the most negative views of smokers. Current and former smokers also gave more negative ratings of smokers' perceived confidence and perceived alertness than those who never smoked. In contrast, on the remaining five characteristics, current smokers gave more favorable ratings than did the other two groups. Current smokers perceived smokers as appearing significantly less anxious, less jittery, more mature, more adequate, and more considerate than did the other two smoking groups. (Contains 4 tables and 25 references.) (MKA)

ED 432 709 CG 029 396

Hodges, Jilda; Srebro, Karen; Authier, Charlene; Chambliss, Catherine
Why Do Undergraduates Smoke? Subjective Effects of Cigarette Smoking.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Family Income; Higher Education; *Motivation; Parent Influence; *Predictor Variables; Public Opinion; *Smoking; *Undergraduate Students

DOCUMENT RESUME

ED 432 728 CS 013 638

Ediger, Marlow
Identified Sins in Teaching Reading.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Grouping (Instructional Purposes); Instructional Effectiveness; Primary Education; *Reading Instruction; *Reading Strategies
IDENTIFIERS- *Educational Issues; *Taboos

This paper cites as selected taboos in teaching reading (identified by educators very frequently) the following: (1) homogeneous grouping; (2) round robin reading; (3) use of textbooks and workbooks in the curriculum; (4) individual endeavors in school work; (5) memorization of content; and (6) the controlled vocabulary in reading. The paper discusses each of these concepts in sequence and analyzes related implications. It concludes that reading teachers need to be on the lookout always for improved procedures in teaching, technology included, and that these new approaches should not be based on ideology but rather on assisting each student to read more proficiently. (NKA)

ED 432 729 CS 013 648

Ediger, Marlow
Whole Language versus Phonics (What Is Really the Issue?).
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Elementary Education; Instructional Effectiveness; *Phonics; Public Schools; *Reading Instruction; Reading Programs; *Student Needs; *Whole Language Approach

Much is written and spoken about in terms of whole language versus phonics in early reading instruction in the public schools, but the issue between whole language versus phonics probably pertains to what is needed by individual pupils. There are advantages as well as disadvantages for whole language approaches in reading instruction. Needs differ from pupil to pupil. Thus a learner may need little or no phonics to identify unknown words, while another learner may need much phonics to become a proficient reader. If a pupil cannot identify a word, perhaps phonics instruction is needed at that point. Based on needs, the following individual programs of instruction should be adopted for a personalized program of reading instruction: (1) Reading Recovery; (2) basal texts (carefully chosen); (3) library books; (4) Big Books; and (5) experience charts for early primary grade pupils. If the pupil's needs in reading are looked at, this might well minimize the debate on whole language versus phonics. (Contains 12 references.) (NKA)

ED 432 730 CS 013 649

Ediger, Marlow

ED 432 751 CS 013 695

Corso, Marjorie
Children Who Desperately Want To Read, but Are Not Working at Grade Level: Use Movement Patterns as "Windows" To Discover Why. Part III: The Frontal Midline.
PUB DATE- 99
NOTE- 11p.; For Part I, see ED 402 549; for Part II, see CS 013 652; for Part IV, see CS 013 696.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Elementary Education; Longitudinal Studies; *Neurological Impairments; *Physical Development; *Physical Education; Preschool Education; *Reading Difficulties

A longitudinal research study observed 30 children between the ages of infancy and elementary age to determine if using large muscle motor patterns to master the three identified midlines that concur with the body planes used in anatomy is reflected in academic classroom learning levels. This third part of the study focused on the frontal midline. Results indicated that there was consistency between the four sources of data: (1) pre-kindergarten demographic data records reported by the parents; (2) the children's report cards analysis given by the teacher; (3) the physical education teacher's evaluation of the skill levels of the children; and (4) the parents evaluation of neurological development as specified by a given book. Findings suggest that these children tend to be mixed eye/hand dominant or left-hand dominant, and reports that these children appeared to prefer to move backward. The paper suggests activities to aid these children in overcoming their difficulties. (SC)

ED 432 752 CS 013 696

Corso, Marjorie
Children Who Desperately Want To Read, but Are Not Working at Grade Level: Use Movement Patterns as "Windows" To Discover Why. Part IV: Crossing All Three Midlines Automatically.
PUB DATE- 99
NOTE- 13p.; For Part I, see ED 402 549; for Part II, see CS 013 652; Part III, see CS 013 695.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developmental Stages; *Individual Development; *Learning Processes; *Learning Readiness; Physical Activities; Preschool Education; *Reading Readiness; School Readiness; *Skill Development

This paper contends that a person's readiness for academic learning should be based on his/her developmental readiness, not on chronological age requirements. Human beings develop at their own neurological rates (biological clock). The paper first cites research on a "sensitive learning period" in which learning is mastered in a more efficient manner. It then traces three imaginary midlines used to better evaluate children's developmental levels both in body-space and paper-space, defines the terms used for different types of skills, and provides examples of these skills. The paper suggests activities to develop these different skills in combination

ED 432 772 CS 216 819

Fooling with Words, with Bill Moyers: Teacher's Guide. The 1998 Geraldine R. Dodge Poetry Festival.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.
PUB DATE- 99
NOTE- 38p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; *Cultural Enrichment; High Schools; Interdisciplinary Approach; *Oral Interpretation; *Poetry; *Poets
IDENTIFIERS- *Contemporary Literature; *Geraldine R Dodge Foundation; Moyers (Bill); Oral Presentations

This teaching guide packet is designed to be used with the television documentary "Fooling with Words" hosted by Bill Moyers featuring the 1998 Geraldine R. Dodge Poetry Festival, during which thousands of people gathered for four days to listen to, read, discuss, and celebrate contemporary poetry. The packet can be used in arts and social studies classes as well as in English and literature classes. Featured poets represent different cultural perspectives, determined in part by differences in gender, age, and ethnic background. Included in the packet are "poet cards" (featuring poems, poets' statements, biographical notes, photographs, discussion questions, and suggested activities), time grid, selected bibliography, and a guide to building a core high school poetry collection. It is recommended that teachers use the packet's materials in the following ways: preview the programs and read each poem carefully before making class assignments (there may be sensitive and/or disturbing subjects); decide which segment and/or specific poems to offer to the class, and use the time code on the folder to identify and cue each segment; become familiar with all "poet cards"; use quoted statements by each poet to spark discussion about the poet's perspective on poetry and/or about poetry in general; use the single, introductory question for each poet to help students enter a poem by reminding them that poetry connects directly to their lives; stimulate imaginative experimentation and cross-fertilization by modifying, adapting, and re-applying "poet card" activities to students' capacities; consider the relationship of printed text to actual performance; and consult the "Fooling with Words" World Wide Web site for additional poems and expanded statements about poetry. (NKA)

ED 432 773 CS 216 820

Poetry Heaven: Teacher's Guide. The 1996 Geraldine R. Dodge Poetry Festival.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.
PUB DATE- 98
NOTE- 48p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; Cultural Enrichment; High Schools; *Oral Interpretation; *Poetry; *Poets
IDENTIFIERS- *Contemporary Literature; *Geraldine R Dodge Foundation; Oral Presentations

This teaching guide packet is designed to accompany a 3-part

DOCUMENT RESUME

ED 432 796 EA 029 833

Boris-Schacter, Sheryl, Ed.
The Changing Relationship between Principal and Superintendent: Shifting Roles in an Era of Educational Reform. New Directions for School Leadership Series.
PUB DATE- 99
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Decision Making; Educational Change; Elementary Secondary Education; Instructional Leadership; Interpersonal Communication; *Principals; *School Administration; *School Based Management; *Superintendents
IDENTIFIERS- *Principal Superintendent Relationship

This book examines how the shift toward school-based management affects the relationship between principals and superintendents. The 11 chapters were written by 5 pairs of superintendents and principals who were asked to reflect on these changes in education. The contributors were instructed not to focus on the particulars of an individual but to reflect on the relationship generically. The articles address a variety of issues: "Learning and Communication as the Linchpins for the Superintendent-Principal Relationship" (Sheryl Boris-Schacter); "Building Bedrock: The Superintendent and the Principal as Mutual Learners" (Meredith Howe Jones); "Superintendents: Principals' Teachers?" (Paul A. Naso); "Better Decisions Without the Surprises: Communication as the Key to the Principal-Superintendent Relationship" (Lonnie Yingst); "A Principal's Perspective on Administrative Relationships" (Mike Schwinden); "Seven Factors Affecting the Relationship Between Superintendents and Principals" (Joseph A. Shivers); "Friends and Colleagues: A Response to the Factors Suggested by Joseph A. Shivers Affecting the Relationship Between a Superintendent and a Principal" (Joe Rottenborn); "Crossing Boundaries: Principals and Superintendents Assume Multiple Roles and Collaborate in a Climate of Creative Tension" (Lynn F. Stuart); "Taking Turns at Teaching and Learning: The Superintendent-Principal Partnership" (Bobbie D'Alessandro); "The Superintendent and the Principal: Partners in the 'Greatest Show on Earth'" (Lisa Devlin Bjork); and "Button Down the Mainsail" (Greg Willis). Two dominant themes that emerged from the essays were the importance of mutual learning and the centrality of communication. (Contains an index.) (RJM)

ED 432 797 EA 029 921

Public School Student, Staff, and Graduate Counts by State, School Year 1997-98. Statistics in Brief.
PUB DATE- 99
NOTE- 13p.; For brief covering 1996-97, see ED 422 633.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; High School Graduates; *National Surveys; *Public Schools; *School Demography; School Statistics; Student Surveys; Tables (Data); Teacher Aides; Teachers

This report provides the results of an annual state-level survey of student, staff, and high-school graduate counts for grades prekindergarten through 12. The data are collected from state education agencies, processed by the U.S. Bureau of the Census,

DOCUMENT RESUME

ED 432 816 EA 029 966

Klerks, M.; Stokking, K. M.; Lagerweij, N. A. J.
The Change-Capacity of Secondary Schools.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Gray values on one figure may not be distinguishable on reproduction.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; *Educational Assessment; *Educational Change; Educational Environment; Educational Improvement; Foreign Countries; Program Implementation; Secondary Education
IDENTIFIERS- *Netherlands

This paper assesses how three schools' change capacity influenced the implementation of school reform, specifically Basic education, a renewed curriculum in the first phase of secondary education. It reports on a study that examined the relationship between the characteristics of Dutch schools and their staff, the actual use of change capacity during the implementation process, and the implementation of a school reform. In May 1997 and in December 1998 qualitative and quantitative data were collected in case studies of three comprehensive secondary schools. During the initial visits to the schools, a number of school documents were collected and 10 to 15 interviews were administered at each school. Interviewees included management, members of the coordinating group, student counselors, and coordinators from several departments. During a second visit to the schools more documents were collected and four interviews were administered at each school. The results indicate that the extent to which a school possesses change capacity affects its ability to implement reform. However, no causal relation between this potential for change capacity and the schools' actual use of it was proven. Each of the three case-study schools is described by means of some general characteristics. The schools' vision, planning process, support of learning, and treatment of basic education are briefly elaborated. (Contains 17 references.) (RJM)

ED 432 817 EA 029 967

Zheng, Henry Y.; Carpenter-Hubin, Julie
Exploring Gender Differences in America's School Administrator Workforce: Statistical Evidence from National Surveys.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Educational Administration; Elementary Secondary Education; *Females; Males; *National Surveys; *Principals; Public Schools; Salary Wage Differentials; *Sex Differences; Tables (Data)
IDENTIFIERS- *Gender Issues; *Sex Equity

ED 432 836 EA 029 992

Ben-Peretz, Miriam
Educational Reform: The Power of Individuals and Other Forces.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; *Educational Change; Educational Improvement; *Educational Policy; Elementary Secondary Education; Foreign Countries; Instructional Leadership; Resistance to Change
IDENTIFIERS- *Israel

This paper presents two cases of educational renewal to exemplify the major role that individuals and political circumstances play in the determination of educational policies and their realization. One case concerns the impact of a new matriculation policy on curricular directions in Israel. The second case concerns the development of a 5-year plan for educational renewal in the Arab sector in Israel. The article probes the conflicts and dilemmas accompanying educational reform movements emphasizing the power of individuals--such as Ministers of Education--political groups, or economic factors to shape, lead, or distort the nature of educational policies. The study focuses on the dilemmas and conflicts accompanying educational reform in a multiethnic and multicultural country like Israel. The report portrays how a reformer, such as the Minister of Education, who started the process of matriculation reform in response to societal problems and influence, must face numerous struggles with the conservative establishment of teacher unions and universities. Reform can be successful as long as the "policy window" remains open and public mood is in favor of the intended changes. Results show that although reform can be delayed, popular forces in favor of reform can ensure its implementation. (RJM)

ED 432 837 EA 029 993

Naidoo, Jordan P.
The Racial Integration of Schools: A Review of the Literature on the Experience in South Africa. EPU Working Paper No. 7.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Desegregation Methods; Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; Private Schools; Public Schools; Racial Integration; Racial Segregation; *School Desegregation; School Segregation
IDENTIFIERS- *South Africa

This report outlines the history of desegregation in South African schools and explores the continuing strains arising from the process. It focuses on integration in the context of the various school models used in the country. The text describes how segregated education became institutionalized after the National Party came to power in 1948 and how the Soweto student uprisings in 1976 marked a turning point in the history of education in South Africa. Churches began to oppose

DOCUMENT RESUME

ED 432 855 EC 307 341

McKinney, James D.; Montague, Marjorie; Hocutt, Anne M.

Systematic Screening Children at Risk for Developing SED: Initial Results from a Prevention Project.

PUB DATE- 98

NOTE- 7p.; In: Chapter 6, "Prevention and Early Intervention Projects," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *At Risk Persons; *Behavior Disorders; Black Students; *Disability Identification; *Emotional Disturbances; Grade 1; High Risk Students; Hispanic Americans; Kindergarten; Minority Group Children; Primary Education; *Screening Tests; Student Evaluation; Test Validity

IDENTIFIERS- African Americans

This paper reports on the first year's results of a screening procedure used to identify kindergarten and first grade children at risk of developing serious emotional disturbance. The Systematic Screening for Behavior Disorders (SSBD) is a three-stage, multiple-gated procedure for mass screening to determine whether a child should be referred for psychoeducational evaluation. The procedure was adapted to assess level of risk status in a population generally at-risk due to psychosocial factors. Students (N=624) in 24 classrooms in two schools (one with predominantly Hispanic students and the other with predominantly African American students) were screened through three steps or "gates": (1) teacher nomination of 10 children with externalizing behavior profiles and 10 children with internalizing behavior profiles; (2) teacher ranking of the five highest children in each group on the Critical Events Checklist and the Adaptive and Maladaptive Behavior Rating Scale; and (3) use of observational measures in the classroom by trained professionals. Students were classified as low- (14 percent), moderate- (10 percent), or high-risk (4.5 percent) based on the number of gates passed. Concurrent validity was also evaluated. Results suggest the procedure is well suited for classification of risk status as well as identifying children for further evaluation. (DB)

ED 432 856 EC 307 342

Forness, Steven R.; Ramey, Craig T.; Ramey, Sharon L.

Head Start Children with SED: Two Years Later.

PUB DATE- 98

NOTE- 4p.; In: Chapter 6, "Prevention and Early Intervention Projects," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- At Risk Persons; *Behavior Disorders; *Disability Identification; Eligibility; *Emotional Disturbances; Followup Studies; Incidence; Mental Health Programs; Minority Group Children; *Multiple Disabilities; Preschool Education; Primary Education; Services; Special Education

IDENTIFIERS- *Project Head Start

ED 432 874 EC 307 363

Timmons, Jaimie Ciulla; Foley, Susan; Whitney-Thomas, Jean;
Green, Joseph; Casey, Judi
Negotiating the Landscape: The Path to Employment for Individuals with Disabilities in the TANF System.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Day Care; *Disabilities; *Disability Discrimination; Employer Attitudes; *Employer Employee Relationship; Employment Services; Focus Groups; Interviews; *Job Placement; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Massachusetts; *Temporary Assistance for Needy Families; Wisconsin

This report discusses the outcomes of a study that examined the impact of welfare reform on individuals with disabilities in Massachusetts and Wisconsin. New welfare reforms required individuals to develop marketable skills and acceptable work behaviors and move along a path to employment. For individuals with disabilities in the Temporary Assistance for Needy Families (TANF) system, the path can be complicated by substantial barriers and insufficient transitional supports. Analysis of interview and focus group transcripts from 11 individuals receiving welfare who either have a disability themselves or care for a family member with a disability, 6 welfare agency caseworkers, 5 disability and welfare rights advocates, and 4 employers defined a five-step path to work through the welfare system. Findings suggest a number of significant roadblocks were encountered on this path to work. Individuals with disabilities experienced some of the same roadblocks as the general population receiving welfare benefits, including the ongoing conflict between work and family, and challenges to building rapport in the individual/caseworker relationship. Several participants also described losing jobs due to disability and health issues and a lack of job accommodations. Others described the difficulties in finding child care that accommodates their children's disabilities. Issues in the disability determination process arose for both case workers and individuals applying for welfare benefits. The need for greater access and education, placement into jobs with better long-term prospects, employer and peer support, and increased disability awareness is urged. (CR)

ED 432 875 EC 307 364

Kiernan, William E.; Marrone, Joe; Butterworth, John
Beyond Demographics: Strategic Responses to a Changing Workforce. National Summit of the Institute for Community Inclusion's Center for Promoting Employment (RRTC) and the President's Committee on Employment of People with Disabilities (March 3-4, 1998).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DOCUMENT RESUME

ED 432 894 EF 005 577

Gibbs, Tony
Vulnerability Assessment of Selected Buildings Designated as Shelters: Grenada.
PUB DATE- 98
NOTE- 55p.; Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project To Reduce the Vulnerability of School Buildings to Natural Disasters. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; Public Schools; Questionnaires; Surveys
IDENTIFIERS- Caribbean; *Emergency Shelters; *Grenada

Educational facilities in the Caribbean often serve as shelters during natural hazards, but they often sustain as much damage as other buildings. This study investigated the physical vulnerability of schools, located in Grenada, to wind forces, torrential rain, and seismic forces in order to provide relevant local agencies with some of the input required for selection of properties for Caribbean Development Bank funding. Information tables list each school; its description and vulnerable areas; and its vulnerability ratings for wind, torrential rains, and seismic forces. Additional tables list each school followed by recommendations for improvements in order to upgrade the structure against natural hazards. A sample of the survey instrument concludes the report. (Contains eight references.) (GR)

ED 432 895 EF 005 578

Gibbs, Tony
Vulnerability Assessment of Selected Buildings Designated as Shelters: Anguilla.
PUB DATE- 98
NOTE- 35p.; Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project To Reduce the Vulnerability of School Buildings to Natural Disasters. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; Public Schools; Questionnaires; Surveys
IDENTIFIERS- *Anguilla; Caribbean; *Emergency Shelters

Educational facilities in the Caribbean often serve roles as shelters during natural hazards, but they often sustain as much damage as other buildings. This study investigated the physical vulnerability of schools located on Anguilla to wind forces, torrential rain, and seismic forces in order to provide relevant local agencies with some of the input required for

DOCUMENT RESUME

ED 432 916 FL 025 932

Thonus, Terese
NS-NNS Interaction in Academic Writing Tutorials: Discourse Analysis and Its Interpretations.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Instruction; Discourse Analysis; *English for Academic Purposes; *English (Second Language); Higher Education; *Native Speakers; Second Language Instruction; *Teacher Student Relationship; *Writing Instruction

A study compared the language of interactions of teachers with students who are native speakers (NSs) and non-native speakers (NNSs) of English in academic writing tutorial sessions. Data were gathered through discourse analysis of transcripts of 12 tutorials and interviews with the participants. Analysis of talk examined topic initiation, directive and mitigation type and frequency, and negotiation of acceptances and rejections of suggestions and evaluations. Also investigated were volubility, overlaps, backchannels, and laughter. Results indicate that tutors were less conversationally involved with their NSS students than with their NS students, and their behavior was more variable with NNSs, suggesting that tutors have yet to discover adequate "frames" for interactions with NNSs. NNS student expected their tutors to behave as higher-status interlocutors, and interpreted tutor behaviors such as volubility, directive frequency, and forcefulness as consistent with their constructions of tutors as a type of teacher with inherent rights to such behavior. In contrast, tutors were largely critical of their own behavior and of their students' expectations that they behave authoritatively. (Contains 16 references.) (MSE)

ED 432 917 FL 025 933

Salter, Robert T.
Thematic Progression in a Cardiologist's Text: Context, Frames and Progression.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Diagnosis; Discourse Analysis; *English for Special Purposes; *Language Patterns; Language Styles; *Medicine; Patients; Peer Relationship; *Physicians; *Technical Writing
IDENTIFIERS- Cardiology

Thematic progression (TP) is examined in the text of a communication between a cardiologist and a general practitioner concerning a patient, offering a clinical diagnosis of the patient's condition. Analysis of the discourse looks at the field, tenor, and mode of the communication as a context for TP. The methods of analysis are first described, and the TP is then mapped. What constitutes theme in the clauses of the text is noted, and how words and nominal groups form TP is

ED 432 937 HE 032 245

Brookhart, Susan M.
The Art and Science of Classroom Assessment. The Missing Part of Pedagogy. ASHE-ERIC Higher Education Report, Volume 27, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 128p.; For a digest of this report, see HE 032 246.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; *Educational Assessment; *Evaluation Methods; Higher Education; Knowledge Level; *Student Educational Objectives; *Student Evaluation; Thinking Skills

This report addresses assessment of college student performance. Discussion focuses on why classroom assessment of students' achievement is important; how an instructor can ensure the quality of information from classroom assessments; methods of assessment particularly suited to various achievement targets; how the results of several assessments can be meaningfully combined into one composite grade; ways for faculty to improve assessment skills; and conclusions about assessment from a review of the literature. The report describes five different kinds of learning goals or "achievement targets," and appropriate forms of assessment for each. These learning goals are: (1) knowledge of facts and concepts (recall); (2) thinking, reasoning, and problem solving using one's knowledge; (3) skill in procedures or processes; (4) constructing projects, reports, artwork, or other products; and (5) dispositions, such as appreciating the importance of a discipline. Following an introduction, individual chapters discuss defining student learning for assessment, ensuring the quality of classroom assessment information, options for classroom assessment, assessment in the disciplines, grading, grade distributions and grading policies, and conclusions and further resources. (Contains 76 references.) (DB)

ED 432 938 HE 032 246

Brookhart, Susan M.
The Art and Science of Classroom Assessment: The Missing Part of Pedagogy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For the full report, see HE 032 245.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; *Educational Assessment; *Evaluation Methods; Higher Education; Knowledge Level; *Student Educational Objectives; *Student Evaluation; Thinking Skills
IDENTIFIERS- ERIC Digests

This digest addresses the importance of and the methods used to

DOCUMENT RESUME

ED 432 957 HE 032 665

Korenman, Joan
Internet Resources on Women: Using Electronic Media in Curriculum Transformation. Women in the Curriculum Series.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 128p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; Computer Uses in Education; *Curriculum Development; Electronic Mail; Females; Higher Education; Information Sources; *Internet; Technology Transfer; *Womens Studies; World Wide Web

This manual has been written primarily for internet novices and for people already familiar with online communications who want to learn more about the growing array of electronic resources pertaining to Women's Studies and to transforming the curriculum so that it better reflects women's experience, accomplishments, and perspectives. Chapter 1 introduces e-mail, its uses, and e-mail addresses. Chapter 2 looks at e-mail "lists" and electronic discussion forums, and explains how to find lists, how to participate in discussion forums, and how they can be used in curriculum transformation. Chapter 3 describes the World Wide Web and its uses, as well as related topics like telnet, ftp, gopher, search engines, and web browsers. Chapter 4 offers specific guidance about where to find online information about women, especially materials useful for curriculum transformation. Chapter 5 is on how to gain access to the Internet, and the final chapter lists additional sources of information. (DB)

ED 432 958 HE 032 666

Susan, Jolie; Coulter, Sara; Jones, Sarah
Funding: Obtaining Money for Curriculum Transformation Projects and Activities. Women in the Curriculum Series.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 156p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Curriculum; *Curriculum Development; Females; *Financial Support; *Fund Raising; *Grants; Grantsmanship; Higher Education; Postsecondary Education; *Proposal Writing; Secondary Education; Womens Education

This manual is a guide to basic sources of funding for curriculum change projects and activities in secondary and postsecondary education. Chapter 1 emphasizes the importance of clarifying goals and defining needs. Chapter 2 provides an overview of six types of funding sources: (1) in-house funding, (2) grants from

ED 432 977 HE 032 685

Nye, Andrea
Philosophy: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 28p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Curriculum; *College Instruction; Existentialism; Females; Feminism; *Feminist Criticism; Higher Education; Logic; Models; *Philosophy; Research; Research Methodology; *Sex Bias; Sex Differences; *Sex Fairness; Sexuality; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which philosophy, as a discipline, has been influenced by feminist scholarship in the field. It explains that in the 1970s feminist philosophers introduced questions regarding personal life and sexuality as matters for philosophical analysis, and that scholars began to challenge the notions of the Western canon. Feminists argued that understanding philosophical texts required reading symbolic and metaphorical language to discover subtexts that held philosophical reasoning in place. The essay goes on to discuss the radical interpretive techniques, such as deconstruction, used by feminist philosophers, and explains that scholars have begun to question the very identity and root impulse of the discipline of philosophy. The essay concludes that the use of feminist materials in philosophy courses can lead to deep change in the way that philosophy is conceived of and taught, because women's work in philosophy has tended to be grounded in existential issues, critically self-reflective of its methodology, and open to interdisciplinary enrichment. The document includes a list of related electronic resources. (Contains 48 references.) (MDM)

ED 432 978 HE 032 686

Sapiro, Virginia
Political Science: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 59p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Curriculum; *College Instruction; Females; Feminism; *Feminist Criticism; Higher Education; International Relations; Models; *Political Science; Politics; Research Methodology; *Sex Bias; Sex Differences; *Sex Fairness; Social Science Research; Theories
IDENTIFIERS- Gender Issues; Political Behavior; Political Theories

This essay examines the ways in which political science, as a discipline, has been influenced by feminist scholarship in the field. It explains that gender politics theory and research have grown tremendously since the late 1960s, focusing not only on including women in research on political behavior and

DOCUMENT RESUME

ED 432 996 IR 019 720

Bearman, David, Ed.; Trant, Jennifer, Ed.
Museums and the Web 1999: Selected Papers from an International Conference.
PUB DATE- 99
NOTE- 246p.; Selected papers from the Museums and the Web Conference (New Orleans, LA, March 11-14, 1999). Back cover contains CD with same title which includes many papers not found in print copy (CD requires HTML Browser: Internet Explorer 4.0 or Netscape Navigator 3.0).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Computer Oriented Programs; Foreign Countries; Information Seeking; Information Technology; Interaction; *Museums; Virtual Reality; Visual Aids; *World Wide Web
IDENTIFIERS- *Web Sites

Following an introduction by the editors entitled "Interactivity Comes of Age: Museums and World Wide Web at Five," this proceedings contains the following selected papers and case studies: "From the Mountains of the Moon to the Neon Paintbrush" (Peter Walsh); "Visiting a Museum Together: How To Share a Visit to a Virtual World" (Paolo Paolini, Thimoty Barbieri, Paolo Loiudice, Francesca Alonzo, Giuliano Gaia, Marco Zantil); "Collaborative Digital Environments for Art Education and Exploration" (Slavko Milekic); "Museum of the Person: A Brazilian Experience of a Virtual Museum" (Karen Worcman, Jose Santos Matos, Rosali Nunes Henriques); "In Search of Meaningful Events: Curatorial Algorithms & Malleable Aesthetics" (Andy Deck); "Linking and Thinking: The Museum School" (Susan Hazan); "Creating an Interactive Student Medium for Learning about the Holocaust" (David Klevan & Arnold Kramer); "Designing Web User Interfaces for Museum Applications To Support Different Types of Users" (F. Paterno, C. Mancini, F. Alkemade); "Unlocking the 'Treasure Chest' Using Scran Resources" (Sandy Buchanan); "Pattern-Directed Search of Archives and Collections" (Garett O. Dworman, Steven O. Kimbrough, Chuck Patch); "A Spatial Approach for the Access, Manipulation and Publication of Digital Library Artifacts" (Dion H. Goh, John L. Leggett); "Metadata Resource Discovery and Educational Information on the Internet: The Gateway to Educational Materials (GEM) Project" (Carrie A. Lowe); "Convergence and Integration Online: The Arts and Humanities Data Service Gateway and Catalogues" (Neil Beagrie); "'Web Musing': Evaluating Museums on the Web from Learning Theory to Museology" (Lynne Teather, Kelly Wilhelm); "Design Patterns for Museum Web Sites" (Angela Discenza, Franca Garzotto); "A Survey of Characteristics and Patterns of Behavior in Visitors to a Museum Web Site" (John Chadwick, Patricia Boverie); "Time for Renovations: A Survey of Museum Web Sites" (Jonathan P. Bowen); "Inside the Meta-Center: A Cabinet of Wonder" (Sarah Kenderdine); "Web Site Facelift: Revising the Finnish National Gallery Home Page" (Riikka Haapalainen); "'So We've Got a Website, Now What?' Reflections on Renovating a Large Museum Site" (Edward J. Rodley); "On-Line Exhibit Design: The Socio-Technological Impact of Building a Museum over the World Wide Web" (Paul F. Marty); "Copyright Obstacles to Exploiting Websites: A European View" (Graham P. Cornish); "Cultural Heritage Outreach and Museum/School Partnerships: Initiatives at the School of Information, University of Michigan" (C.

ED 433 015   IR 019 820

Green, Lyndsay
Online Conferencing: Lessons Learned.
PUB DATE- 98
NOTE- 35p.; For related documents, see IR 019 818-819.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; Computer System Design; *Conferences; Decision Making; Foreign Countries; Guidelines; Objectives; Online Systems; Participant Characteristics; Program Administration; Program Development; *Teleconferencing; World Wide Web
IDENTIFIERS- *Moderation; Moderator Variables; Web Sites

This guide summarizes lessons learned from the author's experience of organizing and moderating five non-pedagogical online conferences that use World Wide Web-based conferencing software, whether synchronous or asynchronous. Seven sections cover the following topics: (1) the pros and cons of online conferencing; (2) setting objectives; (3) understanding the target audience, including access to the conference and characteristics of the participants; (4) understanding the conferencing facility, including a comparison of asynchronous/synchronous conferencing facilities; (5) designing the conference, including decisions about asynchronous versus synchronous, open versus closed, length, size, setting the agenda, using experts, clarifying expectations, circulating information in advance, confidentiality, and unilingual versus bilingual; (6) organizing the site, including the welcome message, background documentation, introduction of participants, and help features; and (7) running the conference, including the role of the moderator, technical support, encouraging participation, summaries, and closure. An appendix lists resources. (AEF)

ED 433 016   IR 019 821

Woodard, Emory H., IV
The 1999 State of Children's Television Report: Programming for Children over Broadcast and Cable Television.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Industry; Broadcast Television; Cable Television; Change; *Childrens Television; Content Analysis; Evaluation; Futures (of Society); *Programming (Broadcast); Tables (Data); Television Research; Violence
IDENTIFIERS- Pennsylvania (Philadelphia)

Since 1996, the Annenberg Public Policy Center (APPC) has tracked and reported the availability and the quality of programming specifically designed for children. This report evaluates the availability and quality of children's programming in the 1998-99 season and examines factors that may have influenced the quality and quantity of programming. The first part reviews a decade of significant changes in children's television and the influence of those changes on the current state of programming, including the regulatory environment, economic environment,

DOCUMENT RESUME

ED 433 035 IR 057 420

Helms, Cynthia Mae
Developing Multiculturalism in Academic Libraries.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Conference of the Association of Seventh-Day Adventist Librarians (18th, Takoma Park, MD, June 21-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Cultural Differences; *Cultural Pluralism; Higher Education; Library Administration; Library Associations; Library Personnel; *Library Role; *Organizational Climate; Users (Information)

The strong emphasis of technology is slowly diminishing the importance of the human element in libraries. The current changes in population demand cultural sensitivity training in all walks of life. Libraries and librarians have a role to play. They need to cope with the multicultural environment by understanding the basics of multiculturalism and applying them in the library setting. Librarians can achieve better relationships with their patrons and colleagues by gaining more insight into the differences that exist between cultures and applying them to their work environment. Cultures differ in many aspects: sense of self and space, time and time consciousness, communication and language, relationships and associations, mental processes and learning styles, work habits and practices, beliefs and attitudes, values and norms, dress and appearance, and food habits. Each of these areas is discussed, followed by suggestions on how libraries can approach the issues in regard to library staff and patrons. Lists are included of what library associations, libraries, and librarians can do to apply multiculturalism in their organizations. (Contains 49 endnotes.) (Author/AEF)

ED 433 036 IR 057 422

Roeber, Jane A., Ed.
Go Global: Read! 1999 Summer Library Program Manual. Bulletin No. 99100.
PUB DATE- 98
NOTE- 280p.; For the 1998 summer program, see ED 415 857.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Libraries; Childrens Literature; Creative Activities; Cultural Pluralism; Elementary Education; Foreign Countries; Global Approach; Library Planning; *Library Services; Preschool Education; Program Development; Program Implementation; Public Libraries; *Reading Programs; State Programs; *Summer Programs
IDENTIFIERS- Wisconsin

With creative ideas contributed from Wisconsin youth services librarians, this manual is a practical guide for planning and implementing the state's 1999 summer library program. Dealing with the theme, "Go Global: Read!," this manual contains a broad spectrum of ideas--from solid information about varied cultures to playful fantasy tales from many countries. The

ED 433 054 JC 990 545

Partnership for Excellence Performance Report. Fact Sheet.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; College Transfer Students; *Community Colleges; Degrees (Academic); Educational Assessment; Evaluation Criteria; Excellence in Education; Higher Education; *Performance Based Assessment; Program Evaluation; Two Year Colleges
IDENTIFIERS- California Community Colleges; *City College of San Francisco CA

The California Community Colleges State Chancellor's Office released two reports,"The Effectiveness of California Community Colleges on Selected Performance Indicators" and "The Partnership for Excellence Fact Book," summarizing community college performance on a series of institutional performance indicators. This document relates the performance of the City College of San Francisco (CCSF) to the measures presented in the statewide reports for the following areas: transfer, degrees and certificates awarded, course completion rates, workforce development, and basic skills improvement. Between 1995-96 and 1997-98, the number of students who transferred from CCSF to the University of California and to California State Universities decreased by 4 percent and 24 percent, respectively, and by 6.2 percent and 6.5 percent statewide. During the same time period, the number of associate degrees awarded by CCSF decreased by 10.6 percent, while the number of certificates awarded increased by 24 percent, compared to 8.1 percent and 7.4 percent increases from community colleges across the state. Course completion rates for CCSF students increased by 0.4 percent during these two years, while the rates for community colleges in California was unchanged. Course completion rates for CCSF students decreased in the apprenticeship and advanced vocational courses, but increased for introductory vocational courses. Statewide, vocational course completion rates increased for all three areas. Finally, CCSF students in the 1995 cohort outperformed the statewide average for basic skills improvement. (JJL)

ED 433 055 JC 990 547

Hiltibran, Cheryl
Alternative Assessments for Accelerative Learning Classes.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; Educational Change; Evaluation Methods; Higher Education; *Learning Strategies; *Multiple Intelligences; Role of Education; Student Evaluation; Student Needs; Teaching Methods
IDENTIFIERS- *Alternative Assessment

With the advent of accelerative learning changing the teaching paradigm, it is important to establish more effective ways of evaluating and assessing learning competencies. Alternative assessments are necessary because: (1) all learning needs to be

ED 433 074 JC 990 568

Enrollment Projections, University of Hawai'i Community Colleges, Fall 1999 to Fall 2005.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); *College Attendance; *Community Colleges; Educational Demand; *Enrollment; *Enrollment Projections; Enrollment Rate; Enrollment Trends; High School Seniors; Participation; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This report presents information on actual and projected headcount enrollment for the University of Hawaii Community Colleges (UHCC). Highlights include: (1) total headcount for the UHCC measured 24,909 in Fall 1998, virtually unchanged from the previous fall; (2) enrollment peaked at 27,905 in Fall 1994, and then declined 10.8% over the next three years; (3) enrollment of first-time students may improve over the next few years due to increases in the number of high school seniors; (4) enrollment of continuing/returning students has declined steadily since Fall 1994; (5) transfer enrollment has been forecast to follow the same trend as first-time students; and (6) headcount enrollment at the UHCC is expected to increase modestly through the projection period, at an average annual rate of 1%. The enrollment projections are based on unduplicated headcounts of full-time and part-time students enrolled in credit courses. Included are classified students enrolled in liberal arts or vocational programs as well as unclassified students. Unlike previous reports, these projections also include projected headcounts in continuing education credit courses offered by Honolulu Community College, beginning Fall 1999. Historical data are included to facilitate comparison and analysis. Appended are historical and projected enrollment of Hawaii public high school seniors by school district. (JJL)

ED 433 075 JC 990 569

Residence and Migration of First-Time Freshmen for the State of Hawai'i, Fall 1996. Special Report.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; College Choice; *College Freshmen; Community Colleges; *Enrollment; High School Graduates; Higher Education; *In State Students; *Out of State Students; *Place of Residence; State Universities; Student Mobility; Tables (Data)
IDENTIFIERS- *University of Hawaii

This report presents information on the residence and migration of first-time freshmen for the State of Hawaii for the Fall 1996 semester. The information presented is for first-time freshmen only. The first-time freshmen population discussed in this report is divided into three groups: (1) those residents of Hawaii who chose to main in the State to attend either a

ED 433 092 PS 027 710

Sure Start: A Guide for Trailblazers.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; Community Programs; Disadvantaged; *Early Intervention; *Family Programs; Foreign Countries; *Integrated Services; Preschool Children; Preschool Education; Program Descriptions; Program Implementation
IDENTIFIERS- Access to Services; England; Family Support; *Sure Start (England)

Based on the evidence that early intervention and support can reduce family breakdown, strengthen children's school readiness, and benefit society in the long term, the Sure Start program in England is designed to offer support enabling parents to strengthen their relationship with their children and to access more fully local community services. This document describes the Sure Start program and details the application and implementation procedures for local programs. Section 1 of the document outlines steps for becoming a trailblazer Sure Start program, one that tests new ways of working in a range of settings. Section 2 delineates the key principles for Sure Start programs and describes the core services to be provided, outreach and home visiting, family support, support for good-quality play, learning, and child care experiences; primary and community health care and advice; and support for people with special needs. Section 3 describes how local programs will be funded. Section 4 describes program implementation, including links with other initiatives, management arrangements, training, delivery plans, local needs assessment, evaluation, and contingency planning. Section 5 details the monitoring and evaluation procedures. Section 6 describes the application procedure and provides a timetable. Four appendices delineate the criteria used to identify the first 60 districts invited to participate in the first trailblazer wave, identify possible members of partnerships, describe other linked initiatives, and list government contacts. (KB)

ED 433 093 PS 027 732

Chen, Jie-Qi; Krechevsky, Mara; Viens, Julie; Isberg, Emily
Building on Children's Strengths: The Experience of Project Spectrum. Project Zero Frameworks for Early Childhood Education, Volume 1.
PUB DATE- 98
NOTE- 192p.; For Volume 2 and Volume 3, see PS 027 733 and PS 027 734.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Ability; Cognitive Style; *Curriculum Development; Early Childhood Education; Educational Change; Educational Research; Individual Differences; Learning Theories; Multiple Intelligences; Primary Education; Program

ED 433 109 PS 027 800

Wingo, Robin R.; Mertensmeyer, Carol

The Guide for Choosing Hispanic/Latino American Parenting Curricula.

SPONS. AGENCY- Missouri Children's Trust Fund.

PUB DATE- 94

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Child Rearing; *Culturally Relevant Education; *Curriculum; Curriculum Evaluation; Hispanic American Culture; *Hispanic Americans; Parent Child Relationship; *Parent Education; Parent Materials; Parents

IDENTIFIERS- *Latinos

This guide is designed to help professionals working with Hispanic/Latino American parents to be better prepared to select culturally sensitive materials, to program more effectively, and to draw from the richness within the Hispanic/Latino American culture. The guide is one in a series of culturally specific guides produced as part of ParentLink's Review of Curricula for Special Populations project. The project began with a national search for materials written with the population in mind. A review subcommittee representing the population, including professionals who work with specific populations, were recruited from across Missouri. The subcommittee reviewed and evaluated the materials during a 2-day retreat. The subcommittee felt that the parenting materials overall were deficient in discussing racism, in considering the strong religious orientation of this population, and in describing the culture clearly. Other issues important for this population and presented in this guide include accurate translations, caution in grouping Spanish-speaking cultures, role reversals when children are the interpreters in the Anglo world, differing parenting needs depending on immigrant status, and structuring the curricula. The guide is arranged in several sections. The Quick Reference section provides an abbreviated view of each of the 20 curricula reviewed. Curricula Content provides grid pages identifying specific issues and topics covered in the curricula. The Narratives for Parenting Curricula provide a more elaborate description of the curricula and include a summary, culturally specific information, ordering details, and reviewers' remarks. The guide concludes with a form inviting readers to provide information about other available curricula. (KB)

ED 433 110 PS 027 801

Williams, Griselda R.; Murphy, Vivian L.; Sheriff, Christine; Millspaugh, John; Mertensmeyer, Carol

Grandparents Raising Grandchildren: A Resource Guide for Professionals.

SPONS. AGENCY- Missouri State Dept. of Mental Health, Jefferson City. Div. of Alcohol and Drug Abuse.; Missouri State Dept. of Social Services, Jefferson City. Div. of Family Services.

PUB DATE- 98

education practitioners is to integrate these two dimensions. Three major factors are involved in the economics of vocational education systems: funding; costs, efficiency, and effectiveness; and evaluation and assessment. The social status of vocational education in any society is, to a great extent, a reflection of the status of work values in that society. A rational and balanced approach can be realized if work activities are assessed both by their material and economic returns on the individual and society and by their social and humanizing influences. Although approaches to and systems of vocational education have developed along national lines, vocational education is no longer only a national concern. Globalized economies make the provision of vocational education a worldwide concern, and the integration of the human and market-driven aspects must be assessed in each culture. International agencies in the field of vocational education need to address the issue of the two perspectives of vocational education so that preparation of workers and citizens can be as integrated as possible. (KC)

ED 432 657 CE 078 910

Schmidt, Hermann
Challenges to Technical and Vocational Education.
PUB DATE- 99
NOTE- 9p.; Keynote speech presented at the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Adult Education; *Change Strategies; Economic Change; *Educational Change; *Educational Needs; Educational Objectives; Foreign Countries; Global Approach; Needs Assessment; Position Papers; Postsecondary Education; Secondary Education; Social Change; Stress Management; *Technology Education; *Vocational Education
IDENTIFIERS- Africa; Asia; Europe; European Training Foundation; South America

Advances in information technology are changing industrialized societies into knowledge societies. The end of the cold war has promoted development of a global economy. Growing ecological consciousness has necessitated that environmental knowledge become part of all education. As the need to remain competitive increases, a new balance in responsibility in the partnership between management and the work force has developed. Enabling people to cope successfully with anxiety and uncertainty has become one of the most important tasks of education. Learning to learn must become the overall objective of all education. All education, including vocational education and training (VET), must prepare young people for life by developing their intellect, aptitudes, and talents and by creating opportunities for them to reach their full potential. A new global movement toward new VET standards is evolving. The European Training Foundation, which was founded in 1994, has assisted Central and Eastern European countries in restructuring their VET systems by providing the following: information agencies (called observatories), an expert network to support development and implementation of VET standards, pilot projects in partner countries, tailored advice, and an information network. Much has already been done to improve VET globally; however, much more creativity and investment is needed. (MM) and regions (including the Eastern and Western Europe, Scandinavia, and the United States) suggest that the following generally accepted principles may be called hoaxes: (1) great numbers of new emerging jobs of the future will require much higher skill levels for workers; (2) increasing educational levels and training will create jobs; and (3) university research is generally of high quality and important. The reality is that, throughout the world (including in Wisconsin), the biggest areas of job growth are in the service and sales sectors. Most of these jobs require short-term or moderate-length training or experience rather than long-term training. Furthermore, there is no evidence that increasing educational levels or training can create jobs. Upgrading education and increasing people's educational levels are beneficial. The problem is on the demand side (creating living wage jobs) rather than on the supply side (education and training of workers). The ultimate paradox in education in the United States is that while some school reformers are calling for changes in secondary schools to follow European models, the European countries are enacting major reforms to make their schools more similar to U.S. schools. (MN)

ED 432 675 CE 079 024

Jordan, Dale R.
Understanding and Managing Learning Disabilities in Adults. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 00
NOTE- 137p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adults; Attention Deficit Disorders; Behavioral Objectives; Cognitive Processes; Communication Disorders; Dyslexia; Elementary Secondary Education; Emotional Problems; Higher Education; Hyperactivity; *Language Impairments; *Learning Disabilities; *Mental Health; Neurological Impairments; Perceptual Impairments; Preservice Teacher Education; Reading Difficulties; State Surveys; Writing Difficulties
IDENTIFIERS- *Oregon

This book reviews learning disabilities (LD) in adults and makes suggestions for helping adults cope with these disabilities. Each chapter covers a type of learning disability or related syndrome or explains characteristics of the brain. Chapter 1 explains several types of specific learning disabilities that make classroom performance difficult for 15 percent of the population. Chapter 2 presents new information about how the higher brain, midbrain, and brain stem work together in processing new information and building long-term memory; it also explains how differences in brain pathway development cause learning disabilities. Chapter 3 explores nonverbal learning disabilities, including right hemisphere LD, autistic spectrum syndrome, high functioning autism, right-hemi syndrome, and Asperger's syndrome. Chapter 4 presents in-depth information about social-emotional learning disabilities that disrupt society in destructive ways and explains the role of the limbic system (midbrain) in controlling antisocial emotions. Chapter 5 describes the wide range of disabling emotions and feelings, such as depression, mania, and anxiety, States and high school change initiatives in other countries, project staff have found that designing schools for the future is a learning process in which staff, students, community, and designers work together to discover new ways to design a school's learning experiences and environment. The project staff had several goals for the characteristics and features of the learning experience and school design when the project, New Designs for the Comprehensive High School, was initiated. Goals included: (1) representing the leading edge of a new breed of schools that would create some new "space" in which to think about the operation of high schools; (2) promising the idea of a common set of learner outcomes for all graduates; (3) relating learner expectations to the challenges and opportunities in work, family, community, and personal life; (4) operating the high school more as a learning community; (5) more closely aligning learner expectations, the learning process, the learning organization, and the learning environment; (6) drawing more attention to learning in contrast to teaching; (7) having a positive special character that gives more focus, coherence, and spirit to learning; and (8) wanting schools that don't cost any more to build or operate than existing schools. The design-down process has 12 learning elements: context, audience, signature, expectations, process, organization, partnerships, staff and staff development, environment, celebration, finance, and accountability. Lessons for gaining agreement on decisions include looking inside and outside the school for design group members; involving those members from the beginning; using a clear and powerful process; relying on more than one way; and thinking comprehensively and long-term. (YLB)

ED 432 692 CE 079 050

Demand for Skills Spurs Market To Manage Workforce Pipeline.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - General (140)
DESCRIPTORS- Adult Education; *Competency Based Education; *Education Work Relationship; Educational Cooperation; *Employment Qualifications; *Job Training; Labor Force Development; Partnerships in Education; *School Business Relationship; Systems Approach; *Vocational Education
IDENTIFIERS- Workforce Investment Act 1998

Knowledge supply chains are market-driven, competency-based systems in which education and training are aligned to help employers, educators, workers, and students navigate more effectively in the global economy. Three key trends warrant attention in today's global economy: (1) knowledge and skill needs are escalating and changing rapidly; (2) increasingly, knowledge "consumers" (mostly employers) and knowledge "suppliers" (mostly educators and trainers) are working together to improve coordination of the organizations that develop talented professionals; and (3) by managing the knowledge supply chain, employers, educators, and trainers are aligning education and training into a market-driven competency-based system. In the emerging knowledge supply chain system, education and training are increasingly pegged to high standards. The nation's current workforce development system is driven largely by government funding, social goals, institutional roles, political preferences, and isolated programs such as school-to-careers, welfare-to-work, and vocational education. The 1998 Workforce Investment Act

IDENTIFIERS- Nonsmokers; Relaxation; Stimulants

Several personal and social factors thought to influence college students' smoking were investigated by surveying a sample of college students who smoke (n=56) and do not smoke (n=160). Personal motivating factors examined were relaxation effects, image effects, competence effects, and stimulant effects. These personal reasons for smoking were indirectly assessed by measuring subjective feeling states that accompany smoking behavior. It was assumed that many of these states were desirable and that they played a role in shaping the smoker's motivation to use tobacco. The social factors investigated in this study were family income and parental smoking status. Results show that relaxation effects were rated more highly than image effects; image effects were higher than competence effects; and competence effects were higher than ratings of stimulant effects. Smokers reported almost never feeling intelligent while smoking, yet reported that they quite frequently felt adequate during the process. No gender differences were found. Correlation was found between family income and student smoking status. In high-income families, 61.5% of fathers and 81.5% of mothers were nonsmokers, meaning that twice as many fathers as mothers were smokers. In low-income families, comparable numbers of mothers and fathers smoked; 66.7% of the fathers and 71.4% of the mothers were nonsmokers. (Contains 6 tables and 47 references.) (MKA)

ED 432 710 CG 029 402

Gaines, Donna

Teenage Wasteland: Suburbia's Dead End Kids.

PUB DATE- 98

NOTE- 274p.; Originally published in 1991 by Pantheon Books.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Adolescents; Case Studies; Educational Environment; *High Risk Students; Religion; *Resilience (Personality); Socioeconomic Status; Suburban Environment; Suburban Schools; *Suburban Youth; Suicide; Violence

IDENTIFIERS- Adolescent Suicide

This book examines the impact of socioeconomic and school environments on youth. It was inspired by the author's work investigating a suicide pact involving four teenagers in Bergenfield, New Jersey in 1987. Through that investigation and afterwards, the author befriended suburban adolescents considered to be outcasts by their families, educators, peers, and themselves. This book discusses those encounters. It looks beyond the typical adult opinion of alternative adolescents and suggests that American youth are, for the most part, misunderstood. It offers the view that many of the problems experienced and perpetrated by adolescents, such as suicide and violence, can be explained by this generational misunderstanding. The underlying theme of this book is a hopeful one. It suggests that adults should work to understand today's youth in its diversity and to help these individuals become empowered. (MKA)

ED 432 711 CG 029 419

Lieber, Frederic W.; Teed, Carla; Gilman, Lynn; Scott, Ryan P.

Live Supervision of a Counseling Practicum Student in a Prepracticum Counseling Laboratory Class: A Teaching Model.

PUB DATE- 99

Whatever Happened to the Initial Teaching Alphabet?
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Graduate Students; *Initial Teaching Alphabet; Instructional Effectiveness; *Phoneme Grapheme Correspondence; Primary Education; *Reading Instruction; Teacher Education
IDENTIFIERS- Early to Read; Historical Background; Orthography

This paper considers the Initial Teaching Alphabet (ITA), long out of use in the United States. It was developed by Sir James Pittman in England in 1959 as a plan of reading instruction with a simplified phoneme-grapheme correspondence that stressed consistency between symbol and sound. The paper lists the advantages and disadvantages of the ITA and provides some historical background on its use through the "Early to Read" series (7 books) produced by the Initial Teaching Alphabet Publication Company. It also explains how ITA works and presents some vowel sound illustrations. The paper discusses what was missing in ITA and sheds some light on what graduate students in language arts education thought of ITA when they used it for a classroom exercise between 1966-76. (NKA)

ED 432 731 CS 013 650

Rosberg, Merilee A.
Early Literacy: A Cross-National Approach.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; *Emergent Literacy; Foreign Countries; *Instructional Effectiveness; Primary Education; *Reading Instruction; Teaching Methods; *Writing Instruction
IDENTIFIERS- Australia; New Zealand

Australia and New Zealand have a literacy rate of 99% (Human Development Index). Each country has a national curriculum where early literacy is the main emphasis. The author visited public schools in Australia and New Zealand to observe teaching methods utilized in teaching reading and writing. Some impressions were noted while observing in these schools. Teachers tend to work with students in small groups or in one-on-one situations rather than in whole class activities. Children are taught reading and writing strategies that they can use when they are having difficulty. Children also help each other and are responsible for their own learning. Students work at their own pace and are given frequent feedback and encouragement. (Author/RS)

ED 432 732 CS 013 651

Delaware Student Testing Program. Item Sampler. Reading Comprehension, Grades 3, 5, 8, and 10.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

with reading, writing, math, spelling, and social studies. It also offers the following insights: (1) use movement activities that encourage the child to be active; (2) a child learns only when things interest him/her; (3) children enjoy playing because it is challenging to them, not because it is easy for them; and (4) some children learn primarily through the kinesthetic (moving and tactile) mode. The paper concludes with a list of messages that parents often send to young children about learning developmental motor skills and another list of messages that children often hear from their teachers at school. Contains 24 references. (NKA)

ED 432 753 CS 216 633

Bayer, Robin Alyse
The Effects of a First Grader's Participation in a Writer's Workshop on Their Ability To Become More Confident and More Descriptive Writers.
PUB DATE- 99
NOTE- 41p.; Master's Research Project, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary School Students; Grade 1; Primary Education; *Student Attitudes; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Research; Writing Workshops

Researchers believe that writing, and the writing process, are integral parts of any grade level curriculum. Since Writer's Workshop is an essential part of this process, an examination of the effects of first graders' participation in Writer's Workshop was studied to determine whether or not this enabled them to become more confident writers, and also whether or not this enabled them to become more proficient in using descriptive words in their writing. It was hypothesized that first grade students do not become more confident writers, nor do they become more proficient in using descriptive words in their writing by participating in Writer's Workshop. This study compared the effects of Writer's Workshop on 24 first grade students in the East Brunswick Public School District. The class consisted of 12 girls and 12 boys. The children participated in Writer's Workshop on a weekly basis and they were administered pretests and posttests to measure any changes in their attitudes towards writing. The results of the data showed that this particular class' participation in a weekly Writer's Workshop did permit the children to become more confident writers, as well as allow them to become more proficient in using descriptive words in their writing. The findings of this study did not support the hypothesis. Contains 32 references and 2 tables of data; appendixes contain pre- and post-test questionnaires and a writing rubric. (Author/RS)

ED 432 754 CS 216 777

Hurst, Carol Otis
Open Books: Literature in the Curriculum, Kindergarten through Grade 2.
PUB DATE- 99
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

television series, "Poetry Heaven," which captures many of the brightest and most memorable moments of the 1996 Geraldine R. Dodge Poetry Festival. The series presented in the packet features 18 poets whose personalities, voices, and points of view reflect the power and diversity of contemporary poetry. While the guide in the packet is intended to be used with the series, it can also serve teachers as a free-standing resource for the study of contemporary poetry. Included are: classroom cards, including 13 poet cards and 1 panel/conversation card (featuring poems, poet's statements, biographical notes, photographs, discussion questions, and suggested activities); an outline of each program which identifies featured poets and events; a time grid which provides timed locations for poems and panel/conversations in the TV series; advice to young poets; a selected bibliography; and suggestions for building a core high school poetry collection. Each program in the series is 60 minutes long and readings of individual poems are continuous. Recommendations for the teacher are: preview the program selected for discussion; have students watch the whole program on air or show segments in class; hand out photocopies of the classroom cards; discuss what has been watched; and have students do the activities. (NKA)

ED 432 774   CS 216 821

Campillo, Magda; Pool, Suzanne
Improving Writing Proficiency through Self-Efficacy Training.
PUB DATE- 99
NOTE- 11p.; Poster session presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Instructional Effectiveness; *Remedial Instruction; *Self Efficacy; Summer Programs; Technical Institutes; Two Year Colleges; *Writing Attitudes; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Research

This paper reports the results of a five-week intervention designed to improve students' writing proficiency through self-efficacy training in a remedial summer course. Twenty pre-freshmen students participated in the program. In addition to whole-class instruction, students met individually with instructional coordinators. During these meetings students graphed their self-efficacy estimates along with their actual writing scores. These graphs helped students become more accurate in monitoring their writing performance and employing useful strategies to improve their learning. Over time, students improved their writing skills and became more accurate in their self-efficacy judgments. Students who participated in the self-efficacy intervention outperformed the students who were involved in the regular remedial summer writing course. Contains 9 references, and 4 tables and 2 figures of data. (Author/RS)

ED 432 775   CS 216 822

Ngeow, Karen Yeok-Hwa
Online Resources for Parent/Family Involvement. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.

and then verified by the National Center for Education Statistics. The report answers three basic questions: How many students were enrolled in elementary and secondary public schools in 1997-98? How many staff members were paid to teach, supervise, and provide support services for education? and How many students graduated from high school in 1996-97? All staff counts are in full-time-equivalency units. Results show that 46 million students were enrolled in public elementary and secondary schools in the 50 states and the District of Columbia. Of these, 25.7 million were in prekindergarten through grade 6. Among the states, California had the most students and Wyoming counted the fewest. About 2.7 million full-time-equivalent teachers provided instruction, and among this group, 1,519,000 were elementary school teachers. In addition to the teachers, about 556,000 teachers' aides directly assisted teachers in providing instruction. An additional 35,000 instructional coordinators and supervisors helped teachers through curriculum development and inservice training. Some 2,341,000 students received regular high school diplomas, and an additional 185,000 students received other diplomas. (RJM)

ED 432 798 EA 029 940

Malkiewich, Chris; McEwen, John
Centralization for Equity: A Fair Price?
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Education Finance Association (Seattle, WA, March 17-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Centralization; Educational Change; *Educational Equity (Finance); *Educational Finance; Educational Legislation; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; Politics of Education; School Organization
IDENTIFIERS- *Ontario

This paper analyzes educational finance reforms initiated in Ontario. It outlines the changes in governance, funding, and curriculum and states that reforms were implemented without proper support and forethought, resulting in chaos. The report details how the rise of a conservative government in the province led to a desire to reduce taxation and to overhaul education as a whole. The article outlines prior consultations on reform initiatives and discusses the new funding model proposed by the legislature that wrested control of taxation away from the school boards and allowed the assignation of funds without further approval of the legislature. It describes the formulas used in the new funding model and how these formulas are seen as inferior to prior models. The paper summarizes some of the court challenges to the new law, the chaos introduced by the constant changes to the law's implementation, and the problems raised by the new law, such as severe reductions in operating funds and new school construction. Changes to collective-bargaining procedures, teachers' pension plan, transportation, curriculum and funding, and special education are also discussed. The report closes with a description of the effects of the new model on teaching and per-pupil costs. (RJM)

ED 432 799 EA 029 941

This paper explores gender-equity issues from three distinctive perspectives: numeric distribution, compensation, and sense of empowerment. It is based on large-scale national surveys--the School and Staffing Surveys--in which public-school administrators assessed the differences between female and male principals. Based on findings from the study, it appears that significant gains have been made in achieving gender equity among public-school administrators. From 1984 to 1994, female representation in the administrator work force increased from 21.4 percent to 34.5 percent. Among principals with fewer than 5 years of administrative experience, more than 38 percent are female. However, such gains are still not significant enough to offset the large gap in numeric distributions between female and male principals; female principals continue to be underrepresented among public-school administrators. In terms of compensation, differences in annual salary between female and male principals seem to be statistically insignificant. However, it takes women longer to become principals, and they are less likely to be paid as highly as their male counterparts. Even so, female principals have a greater sense of empowerment, believing that they have more decision-making power in school matters than do their male counterparts. Seven tables provide data on gender distributions of principals and other information. (RJM)

ED 432 818 EA 029 968

Keyes, Maureen W.; Udvari-Solner, Alice
Chronicles of Administrative Leadership toward Inclusive Reform: We're on the Train and We've Left the Station, but We Haven't Gotten to the Next Stop.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; Educational Administration; *Educational Change; Educational Environment; Elementary Secondary Education; *Inclusive Schools; Instructional Leadership; Mainstreaming; Principals; Social Integration

This paper offers selected stories shared by building principals and central-office staff as they began to chronicle their personal and professional journeys toward inclusive schools for children. For the study, 17 principals (5 high school, 2 middle school, 10 elementary) and 3 central-office staff participated. The data were collected through in-depth interviews using an open-ended protocol, and the taped sessions were transcribed, reviewed, and analyzed. The themes that emerged included promoting inclusive practices, creating a supportive environment for critiques, building capacity for trust, promoting a school-wide philosophy and climate of acceptance, encouraging risk taking, fostering confirmation of self, stimulating critiques, expressing and extending personal values, using reflective dialogue and critical questioning, creating constancy of purpose, promoting specific curricular and instructional approaches, revealing incongruities in practice and philosophy, translating belief into practice, and developing creative finances. Overall, principals supported, facilitated, and actualized inclusive environments for students in many creative ways. Positive forms of influence that segregated education and a rapidly expanding black middle class began to agitate for access to better education. The 1980s witnessed increases in reform activities, and a number of formal organizations were formed to combat segregation, leading to a gradual expansion of educational opportunities for people of color. In 1990, a new admissions policy for white state schools was introduced, which saw the creation of three new models of schools that allowed the enrollment of pupils other than those for which the school was originally intended. These models were followed by the election of the first democratic government in South Africa in 1994, which ushered in significant education policy changes. However, even with all of these changes, South African schools remain largely segregated today. (Contains approximately 140 references.) (RJM)

ED 432 838 EA 029 994

Tikly, Leon
The Role of Local Government in the Provision of Schooling: Experiences from Four Developing Countries. EPU Working Paper No. 9.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; *Developing Nations; Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; *Government Role; *Government School Relationship; *Local Government
IDENTIFIERS- Chile; India; Tanzania; Zimbabwe

This paper compares the changing role of local government in developing countries' education systems. Using case studies, it examines the role of local government in Zimbabwe, Chile, India, and Tanzania, thus offering a representative range of low- and middle-income countries. Each of the countries attempted to use local government as a source of additional revenue for schooling and as a mechanism for introducing greater equality and democracy into the schooling system. The booklet considers the nature and extent of local government involvement in schooling in relation to management and policy-making; finance of education; provision of school buildings; staff provisions, such as teacher recruitment, deployment, appraisal, promotion, and training; curriculum planning, development, and implementation; and monitoring and evaluation. After each case study, some general points concerning trends in local government provision of schooling and some reasons for these trends are suggested, followed by a discussion of the equity and efficiency of these provisions. The findings reveal that the historical, political, and economic circumstances of each country accounted for the differences as well as similarities in the nature and extent of local government provisions. The article outlines some issues and questions that could inform future research on schooling in South Africa. (Contains 21 references.) (RJM)

ED 432 839 EA 029 995

Mahomed, Nisaar
Competence: Past Debates, Future Problems. EPU Working Paper No. 10.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English

This study followed up a large national sample (N=4,161) of Head Start children in an attempt to identify children who are at risk for emotional or behavioral disorders and eligible for special education and to determine to what extent these children are actually identified in the natural progression of special education referral. Children were from 31 different Head Start sites across the nation and were followed through the completion of first grade. They were 29 percent African American, 12 percent Hispanic, and 16 percent other ethnic identities. Subjects received a test battery to identify those at risk for emotional disturbance (ED), learning disability, and mental retardation and school records were reviewed for school identification. Identification by either research diagnostic criteria or standard school processes were compared. In the ED category, 0.32 percent of students were identified as at risk for ED by research criteria and 0.95 percent identified by the schools with only about a 50 percent overlap. There was also a substantial overlap between disability categories for research criteria identification and school identification. Results suggest that children who have co-morbidity in which emotional disturbance or behavior disorder co-occurs with a learning or language problem are less likely to be identified in the ED category and may not receive needed mental health services. (DB)

ED 432 857 EC 307 343

Buchbinder, Sharon B.; Duggan, Anne K.; Young, Elizabeth; Fuddy, Loretta; Sia, Cal
Home Visitor Job Satisfaction and Turnover.
PUB DATE- 98
NOTE- 7p.; In: Chapter 6, "Prevention and Early Intervention Projects," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Employee Attitudes; Home Health Aides; *Home Programs; *Home Visits; Integrated Services; *Job Satisfaction; Mental Health Programs; Paraprofessional Personnel; Professional Personnel; Quality of Working Life; Special Health Problems; Surveys
IDENTIFIERS- *Home Visitors

This paper summarizes findings of a 3-year study of the job satisfaction and turnover of home visitors, both professional and paraprofessional, in programs which link families-at-risk for impaired functioning to medical home care and other resources. Specifically, the study examined: (1) home visitor personal characteristics that influence turnover; (2) organizational characteristics that influence job satisfaction and turnover; and (3) the interaction between the home visitor and the organization. The study involved three survey interviews with all (N=46) home visitors employed in a well-established child abuse and neglect prevention program. The survey instrument evaluated the following individual and organizational constructs: satisfaction with work, supervision and pay; overall job satisfaction; positive or negative affectivity; affect toward the home visitor role; satisfaction with life, locus of control; self-esteem; trust versus cynicism; belief in a just world; belief in a benevolent world; neuroticism; dysfunctional thinking; adult attachment; perceptions of work characteristics; and burnout. Responses

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Business Responsibility; *Change Strategies; Corporate Support; *Disabilities; Employer Attitudes; Employer Employee Relationship; *Employment; Employment Services; *Partnerships in Education; *Private Sector; *Shared Resources and Services; Small Businesses; Work Environment
IDENTIFIERS- *Reasonable Accommodation (Disabilities)

This report discusses recommendations from a national summit that met to address the need for employers to consider the implications of the changing characteristics of the American workforce, to examine alternative approaches for fully engaging members of populations who are new or returning to the workforce, to identify innovative approaches that maximize the contributions of different populations to organizational effectiveness, and to develop strategies that could be implemented by the public and private sectors which would enhance the employment of people with disabilities. Recommendations include: (1) developing employer-to-employer partnerships to provide private job support, creating a small business development and support center, and developing a national mentorship program; (2) garnering partnerships between public and not-for-profit sectors to provide shared health care coverage, business incubator projects, employer support services, school/training partnerships, and welfare to work programs; (3) developing partnerships between public resources and agencies to develop one-stop career and employment support centers, and wraparound service and supports. An appendix includes a list of summit participants and profiles of five companies that have implemented programs to employ and accommodate individuals with disabilities. (Contains 13 references.) (CR)

ED 432 876   EC 307 365

Butterworth, John; Gilmore, Dana S.; Kiernan, William E.; Schalock, Robert
State Trends in Employment Services for People with Developmental Disabilities: Multiyear Comparisons Based on State MR/DD Agency and Vocational Rehabilitation (RSA) Data.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Change Strategies; Data Analysis; *Employment; *Employment Patterns; Employment Services; Longitudinal Studies; *Mental Retardation; *State Programs; *Supported Employment; Tables (Data); Trend Analysis; *Vocational Rehabilitation

This monograph summarizes national and state level changes in employment patterns for individuals with mental retardation and other developmental disabilities. It presents longitudinal data from state mental retardation/developmental disability (MR/DD) agencies covering 8 years between FY88 and FY96, and for federal/state vocational rehabilitation services covering the years FY85 to FY95. Data indicate: (1) MR/DD agencies have expanded their capacity to provide day and employment services; (2) MR/DD agencies have reported an increase in the number and percent of individuals in integrated employment; (3) there is some suggestion that integrated employment has been an add-on service rather than a true systems change; (4) the service selection of properties for Caribbean Development Bank funding. Information tables list each school; its description and vulnerable areas; and its vulnerability ratings for wind, torrential rains, and seismic forces. Additional tables list each school followed by recommendations for improvements in order to upgrade the structure against natural hazards. A sample of the survey instrument concludes the report. (Contains 10 references.) (GR)

ED 432 896 EF 005 579

Gibbs, Tony
Vulnerability Assessment of Shelters in the Eastern Caribbean: Retrofitting Terms of Reference for Consultants, Standards, and Global Estimates.
PUB DATE- 98
NOTE- 39p.; Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project To Reduce the Vulnerability of School Buildings to Natural Disasters.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Educational Facilities Improvement; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *Natural Disasters; Public Schools; Reference Materials
IDENTIFIERS- *Caribbean; *Emergency Shelters; Retrofitting

Dozens of natural disaster shelters (mostly schools) in five Caribbean islands were assessed as to their vulnerability and the needed retrofitting to upgrade them. This report provides retrofit consultants with terms of reference and building design criteria for withstanding various natural disasters, as well as estimated global costs of various retrofitting needs of those properties deemed to be vulnerable to natural hazards. Information to help in decision making on the appropriate levels of safety for the planned facilities is also provided. Appendices provide checklists for vulnerability surveys of non-structural components for hurricanes and earthquakes; and a checklist for designing facilities to help mitigate the effects from earthquakes, hurricanes, and torrential rains. (GR)

ED 432 897 EF 005 580

Vulnerability Assessment of Selected Buildings Designated as Shelters: Dominica.
PUB DATE- 98
NOTE- 36p.; Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project To Reduce the Vulnerability of School Buildings to Natural Disasters.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; Public Schools; Questionnaires; Surveys
IDENTIFIERS- Caribbean; *Dominica; *Emergency Shelters

Educational facilities in the Caribbean often serve roles as discussed. Considerations such as genre (a class of communicative events in which members share communicative purpose) and frames (inferences made from a body of knowledge in order to understand an utterance) are explored. After a discussion of TP and some of its shortcomings in application to the text in question, the analysis concludes with suggestions for making TP more explicit in the teaching of English for Special Purposes. (Contains 19 references.) (MSE)

ED 432 918 FL 025 934

Lo Bianco, Joseph, Ed.; Liddicoat, Anthony J., Ed.; Crozet, Chantal, Ed.
Striving for the Third Place: Intercultural Competence through Language Education.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Cultural Education; *Cultural Pluralism; Educational Policy; English (Second Language); Foreign Countries; Identification (Psychology); *Intercultural Communication; *International Education; International Relations; Interpersonal Communication; Language Attitudes; *Language Role; Peace; Public Policy; *Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- Australia; Europe; France

Essays concerning second language teaching as a means of promoting intercultural competence include: "Intercultural Competence: From Language Policy to Language Education" (Chantal Crozet, Anthony J. Liddicoat, Joseph Lo Bianco); "Linguistic Diversity, Globalisation and Intercultural Education" (Jagdish Gundara); "French Linguistic and Cultural Politics Facing European Identity: Between Unity and Diversity" (Genevieve Zarate); "A 'Syntax of Peace'?" (Joseph Lo Bianco); "Language and Intercultural Competence" (Richard D. Lambert); "Global English for Global Citizens" (Michael Singh, Linda Singh); "Questions of Identity in Foreign Language Learning" (Michael Byram); "From 'Sympathetic' to 'Dialogic' Imagination: Cultural Study in the Foreign Language Classroom" (Jo Carr); "The Challenge of Intercultural Language Teaching: Engaging with Culture in the Classroom" (Chantal Crozet, Anthony J. Liddicoat); "Adult ESL: What Culture Do We Teach?" (Helen FitzGerald); "Teaching Conversation for Intercultural Competence" (Anne-Marie Barraja-Rohan); "Australian Perspectives on (Inter)national European Narratives" (Piera Carroli, Roger Hillman, Louise Maurer); "'Justification'--The Importance of Linguistic Action Patterns for the Success of Intercultural Communication" (Winfried Thielmann); and "Striving for the Third Place: Consequences and Implications" (Anthony J. Liddicoat, Chantal Crozet, Joseph Lo Bianco). (MSE)

ED 432 919 FL 025 935

Young-Scholten, Martha
Focus on Form and Linguistic Competence: Why Krashen Is Still Right about Acquisition.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

assess the performance of college students. Following a definition of "assessment," the digest considers: (1) why classroom assessment of students' achievement is important; (2) how an instructor can ensure the quality of information from classroom assessments; (3) methods of assessment particularly suited to various achievement targets; (4) how the results of several assessments can be meaningfully combined into one composite grade; (5) ways for faculty to improve assessment skills; and (6) conclusions about assessment from a review of the literature. It is concluded that the relatively few empirical studies of classroom assessment in higher education underscore the importance of instructor fairness, clarity in tests, assignments, and scoring, and clear descriptions of the achievement targets or learning goals in higher education classrooms. (DB)

ED 432 939 HE 032 247

Penn, Garlene
Enrollment Management for the 21st Century: Delivering Institutional Goals, Accountability and Fiscal Responsibility. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For the full report, see ED 430 445.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; *College Administration; Educational Finance; *Enrollment Management; Enrollment Trends; Higher Education; Long Range Planning; Marketing; Resource Allocation; School Demography; Strategic Planning; Student Recruitment; Trend Analysis
IDENTIFIERS- ERIC Digests

This digest presents principles of enrollment management for institutions of higher education. It reviews the three decades since the introduction of the term "enrollment management," noting the goals of: (1) defining the institution's nature and characteristics for appropriate marketing; (2) incorporating all relevant campus constituencies into marketing plans and activities; (3) making strategic decisions about the role and amount of financial aid for students and the institution; and (4) making appropriate commitments of human, fiscal, and technical resources. The need for enrollment management is thought to stem from two situations: first, the decline in the number of high school graduates and, second, the general public's erosion of trust in all types of public institutions. The importance of enrollment management in assisting institutions toward attaining stated goals and remaining financially viable is stressed. Various models for administering enrollment management are also reviewed, as are the professional education and development of enrollment managers. The use of such enrollment management tools as predictive modeling, outcomes-based research and retention programs, and evaluation of student satisfaction is encouraged. (DB)

ED 432 940 HE 032 248

Kellogg, Karen
Collaboration: Student Affairs and Academic Affairs Working

another institution as part of a consortial project, (3) grants from private foundations, (4) grants from government sources, (5) individual donor giving, and (6) support from local groups. Chapter 3 then explains sources of current information on foundations and government agencies and includes sample pages from key resources as appendices. Chapter 4 tells how to find information about the funding sources most likely to be interested in a given project, and chapter 5 recommends strategies for communicating with the potential funding source. Chapter 6 offers suggestions for writing the proposal and a basic proposal outline. Chapter 7 provides advice on the critical issue of calculating how much your project will cost and how to represent these amounts in the grant budget. Finally, chapter 8 considers the outcome of the grant process, whether successful or unsuccessful. (Contains 12 references.) (DB)

ED 432 959 HE 032 667

Directory: Curriculum Transformation Projects and Activities in the U.S. Women in the Curriculum Series.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Ford Foundation, New York, NY
PUB DATE- 97
NOTE- 426p.; For related documents in this series, see HE 032 66 689.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Curriculum; *Curriculum Development; *Demonstration Programs; Elementary Secondary Education; *Females; Graduate Students; Higher Education; Two Year Colleges; Universities; Womens Education; *Womens Studies

This directory presents descriptions of 237 projects that cove the impact of curriculum transformation on women in colleges, universities, and schools throughout the United States. The introduction describes 11 major consortial projects and 9 research centers involved in a total of 184 additional projects. The main section of project descriptions is arranged alphabetically by the name of the institution. Other information in each listing includes location, project dates, project director and/or contact person, disciplines involved, an abstract, funding (amount and source), and outcome/s (actual or expected). Appendices list the projects by the following categories: date of project, location by state, type of institution (K-12, two-year, four-year, research), and amount of funding. There are also two appendices that list projects focusing on K-12 curriculum and those that involve graduate students. Contains indexes by names, disciplines, and institutions. (DB)

ED 432 960 HE 032 668

Ginorio, Angela B.; Romer, Nancy; Unger, Rhoda K.; Wyche, Karen Fraser
Psychology. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 56p.; For related documents in this series, see HE 032 663 689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

policy, but also reevaluating the theories, models, and methods of the discipline. The essay goes on to offer examples of some of the contributions of gender politics research, emphasizing questions that would be easy to integrate into the typical undergraduate political science program, including examples from the subfields of American government and politics, comparative politics, international relations, methodology, political theory and philosophy, and political behavior and political psychology. It is concluded that gender is an element of the organization of political structures and processes in most political systems that is too important to ignore. The document includes a list of related electronic resources. (Contains 225 references.) (MDM)

ED 432 979 HE 032 687

Madden, Margaret E.; Russo, Nancy Felipe
Psychology: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 47p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; *College Instruction; Curriculum Development; Females; Feminism; *Feminist Criticism; Higher Education; Models; *Psychological Studies; *Psychology; Research Methodology; *Sex Bias; Sex Differences; Sex Fairness; Teaching Methods; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which psychology, as a discipline, has been influenced by feminist scholarship in the field. Noting that feminist psychologists have challenged the assumption that psychological science is value-free, it cites ways in which values have affected psychological theory and method. The view that men's behavior is normative underlies the historic marginalization of research on women in psychology. The best example of androcentrism and devaluation of women is found in Freudian theory, which defines being female as both different and deficient. Many "gender effects" on behavior can be accounted for by power differences between women and men; feminist psychologists have pointed to the usefulness of descriptive research that does not seek to generalize about all human behavior. An appendix includes eight principles of feminist curriculum development that focus on diversity, egalitarianism and empowerment, self-determination, complexity, connection, social action, self-reflection, and integrative perspectives. A 129-item bibliography contains information on cognitive psychology; developmental psychology; social psychology; physical health and reproduction; mental health; women in the history of psychology; research methodologies and publication issues; gender and other forms of diversity; feminist theory; scientific theory; curriculum transformation resources; pedagogy; electronic resources; and organizational resources. (MDM)

ED 432 980 HE 032 688

Johnson, Jacqueline; Risman, Barbara J.
Sociology: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the

Olivia Frost); and "Promoting a Museum Website on the Net" (Giuliano Gaia). The book is accompanied by a CD-ROM containing versions of these papers and many others in HTML; these electronic versions include color illustrations and links to the sites discussed. (AEF)

ED 432 997 IR 019 721

French, Deanie, Ed.; Hale, Charles, Ed.; Johnson, Charles, Ed.; Farr, Gerald, Ed.
Internet Based Learning: An Introduction and Framework for Higher Education and Business.
PUB DATE- 99
NOTE- 214p.; Above ISBN is for paperback. Hardcover ISBN: 1-57922-009-6.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; Business; *Computer Uses in Education; Electronic Classrooms; Futures (of Society); Higher Education; Instructional Design; *Instructional Development; Professional Development; Training; *World Wide Web
IDENTIFIERS- Learning Environments; *Technology Integration; *Technology Utilization; Virtual Classrooms; Web Sites

This contributed volume is designed for junior college faculty, senior college faculty, and business trainers who wish to integrate new Internet technology for learning. Chapters are as follows: (1) "Preparing for Internet-Based Learning" (Deanie French); (2) "Learning To Learn in a WWW-Based Environment" (Betty Collis and Enrico Meeuwsen); (3) "Augmenting Traditional Teaching with Internet-Based Options" (Steve Bett, Deanie French, Gerald Farr, and Lori Hooks); (4) "Skills for Developing, Utilizing and Evaluating Internet-Based Learning" (Deanie French); (5) "Internet-Based Learning Tools: Examples of Use from Industry" (Dave Harris); (6) "Internet-Based Learning: What's in It for the Adult Learner?" (Barbara Lyman); (7) "Internet-Based Learning and the Virtual Classroom" (Deanie French, Sandy Ransom, and Steve Bett); (8) "Creating a Complete Learning Environment" (Dave Harris); (9) "Web-Related Assessment and Evaluation" (Charles Hale and Deanie French); and (10) "Perspectives on the Future of Internet-Based Learning" (Charles Johnson). Profiles of contributors, a glossary, index, and index of World Wide Web resources are also provided. (AEF)

ED 432 998 IR 019 722

Only the Best: The Annual Guide to the Highest-Rated Educational Software and Multimedia, ASCD 1998-1999.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Assisted Instruction; Computer Software Evaluation; Computer Software Reviews; Computer Software Selection; *Courseware; Elementary Secondary Education;

industry structure, and internal constraints. An analysis of the current state of children's programming in the Philadelphia market is presented in the second part. Factors examined include venue, time, audience, educational content, character diversity, violence, language, sexual innuendo/provocative dress, and quality. The third part summarizes the findings and discusses the implications of this research for children's television in the next millennium. Appendices include a table of APPC high quality programs, intercoder reliability coefficients, programming venues, and an outline of programming features for children of different ages. (Contains 38 references and 38 endnotes.) (AEF)

ED 433 017   IR 019 822

Smarte, Lynn
ERIC Annual Report, 1999: Summarizing the Recent Accomplishments of the Educational Resources Information Center.
PUB DATE- 99
NOTE- 36p.; For "ERIC Annual Report, 1998," see ED 423 886.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Bibliographic Databases; Education; *Educational Resources; Federal Programs; Futures (of Society); Government Publications; *Information Centers; *Information Services; Internet; Partnerships in Education; Surveys; Use Studies; *Users (Information)
IDENTIFIERS- *Educational Information; *ERIC; ERIC Clearinghouses

This 1999 annual report, summarizing the accomplishments of the ERIC system in 1998, begins with a section that highlights progress towards meeting goals, as well as selected statistics. The second section, comprising the bulk of the report, provides an overview of ERIC, including the ERIC database, user services, publications and products, ERIC on the Internet, special projects, outreach and training, and partnerships. Results of four ERIC customer surveys conducted in 1998 are summarized in the third section; these surveys include an exploratory study on meeting parents' information needs, a study of ERIC database searches on the Internet, an AskERIC user survey, and a National Clearinghouse for the ESL (English as a Second Language) Literacy Education user survey. The next section provides an ERIC system directory, and highlights of the ERIC budget are listed in the fifth section. The final section looks at what is ahead for ERIC in the 21st Century. The ERIC mission, audience, and goals are highlighted on the back of the cover. (AEF)

ED 433 018   IR 057 400

Muccigrosso, Robert; Blazek, Ron; Maggio, Teri
Term Paper Resource Guide to Twentieth-Century United States History.
PUB DATE- 99
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; High Schools; Higher Education; Information Sources; *Modern History; Printed

manual contains the following chapters: (1) "Planning and Promoting Programs," including sample materials and evaluation guidelines; (2) "Decorating the Library," including display ideas and name tag designs; (3) "Programs and Activities," including games, program suggestions, book lists, audiovisual recommendations, and crafts; (4) "Giveaways and Games," including clip art, puzzles, word games, mazes, and coloring pages; (5) "Performing Artists," including a performers' roster and evaluation guidelines; (6) "Sources and Resources," including resources for people who have hearing loss and/or visual disabilities, and catalogs. A list of Wisconsin Summer Library Program themes from 1970-98 is included. (AEF)

ED 433 037 IR 057 423

Woodruff, Laura C.
Assessments by Selected School Library Media Specialists of Required Job Competencies as Compared to Learned Competencies.
PUB DATE- 94
NOTE- 124p.; Ed.D. Dissertation, Wayne State University, Michigan.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Employment Qualifications; Graduate Surveys; Higher Education; Job Performance; *Job Skills; *Librarians; *Library Education; *Media Specialists; Occupational Information; Occupational Surveys; Questionnaires; *School Libraries; Tables (Data)

This study examined whether or not selected recently endorsed and currently practicing school library media specialists are using job competencies taught to them in three schools of higher education training programs. Based on a review of literature, the research hypothesis is that there is a disparity between job competencies as taught and the job competencies as required by selected school library media graduates in their jobs. A survey instrument was developed and distributed to graduates of three library science programs at large urban universities. Results of the study indicated that the responding library media specialists show similar assessment of competencies taught to them or stressed in their library science programs regardless of length of time served in their present positions, years since graduation, or amount of equipment. Competencies used on the job, however, are perceived as needed "often" or "to a great extent" more frequently among respondents who have been out of the university program and in their positions longer than among those more recently graduated and employed. Several responses indicated further need for training at the university level in the areas of public relations, planning and teaching library skills, and practical daily management and organization. The survey instrument is appended. (Contains 93 references.) (AEF)

ED 433 038 IR 057 424

Marston, Christopher C.
Coverage Evaluation of the Academic Library Survey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 77p.; Title page and recommended citation use "Academic Library Survey." Cover and text use "Academic Libraries Survey." Official name of survey appears to be "Academic Libraries Survey (ALS)."

placed into the larger context of the real world; (2) the ultimate purpose of education is for the learners to be productive contributing members of society; and (3) assessments are not tricks, hurdles, or a mere "spitting-out" of memorized facts, but simply feedback to learners and educators that learning has occurred. Alternative and authentic assessments are defined as methods of measuring the end product of learning and competencies in real-life or simulated real-life situations. This paper examines how they impact the role of the teacher as facilitator and coach to the learner in sharing the "big picture." It also discusses how educators can develop authentic alternative assessments by starting at the end, recognizing assessment as positive feedback, building in continuous learning, measuring characteristics of learning, and planning logical learning steps. Alternative assessment examples are provided, such as rubrics, portfolio, projects, performance, games and competitions, and multiple evaluators. Questions to consider in creating and selecting assessment methods are presented, as are the benefits of using alternative and authentic assessments. (VWC)

ED 433 056 JC 990 548

International & Intercultural Education.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Improvement; Educational Objectives; Educational Planning; *Educational Policy; *Institutional Mission; *International Education; Mission Statements; *Multicultural Education; Policy Formation; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

This report relates Maricopa County Community College District's (MCCCD) mission statement for international and intercultural education, and presents the strategic plan for developing this type of education at each of the district's community colleges. The mission statement recognizes that because the globe is a home that all cultures, nations, and people must share, the district should prepare its students for successful participation in a global community. This document defines international and intercultural education at Maricopa Community Colleges as consisting of those teaching and learning activities which enable students to successfully participate in the global community. It presents the strategic plan for international and intercultural education. Strategic issues were identified by focus groups and a steering committee as being critical to the success of international and intercultural education. For each strategic issue, one or more goals and corresponding objectives are also identified as broad targets to which MCCCD commits itself to achieve over the coming years. Strategic issue 1 focuses on the development of international and intercultural education plans at each of the MCCCD colleges. Strategic issue 2 seeks to internationalize the curriculum and activities. Strategic issue 3 focuses on faculty, staff, and administrative development. Strategic issue 4 looks at faculty, staff, and administrative leadership. Strategic issue 5 discusses resource support, while strategic issue 6 examines communications. (VWC)

ED 433 057 JC 990 549

University of Hawaii (UH) campus or private degree-granting institution; (2) those Hawaii residents who chose to leave the State to enroll in institutions on the U.S. mainland; and (3) those first-time freshmen who came to Hawaii from other states or from foreign countries. Information is further broken down by type of institution attended: public versus private and four-year versus two-year. Findings show that UH seems to be the first choice for most Hawaii-resident first-time freshmen. The vast majority of students in-migrating to Hawaii attend private rather than public UH institutions. In contrast, slightly more than half of out-migrating students attended private institutions. The percentage of Hawaii resident first-time freshmen remaining in the state and proportion of first-time freshmen enrolled in the state who are Hawaii residents have declined since 1992. Overall, 21.9% more students left Hawaii than entered. Appendices include lists of U.S. mainland institutions with ten or more Hawaii resident first-time freshmen enrolled in Fall 1996, as well as lists of the 50 states with the number of Hawaii-resident first-time freshmen enrolled in each state. (JJL)

ED 433 076 JC 990 576

Peterman, Dana.
Measuring the Economic Benefits of Community College Attendance Using Community College, Unemployment Insurance, and State Agency Data. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Economic Opportunities; Educational Economics; Employment Patterns; Federal State Relationship; Government School Relationship; *Measures (Individuals); Program Implementation; State Government; State Programs; *Two Year College Students; Two Year Colleges; Unemployment Insurance
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; ERIC Digests

This digest presents highlights from the Winter 1998 New Directions for Community Colleges volume titled "Determining the Economic Benefits of Attending Community College." The passage of the Perkins Vocational and Applied Technology Education Act (VATEA) in 1990 gave incentives to states to develop accountability measures. Attempts are being made in all states to measure performance and institutional value, although each state varies in its ability to collect data due to state laws and procedures. Some states have created links between Unemployment Insurance (UI) data and community college records to track student economic outcomes. This digest summarizes the tracking systems that have been developed by four states: Washington, North Carolina, Florida, and California. Each state system uses a combination of state employment and workforce data with college records to assess various measures of post-attendance success and progress. These states are working to communicate information on student outcomes to concerned constituencies to better understand the values of specific programs and institutions. Contains 12 references. (RDG)

ED 433 077 JC 990 577

Descriptions; *Student Evaluation; *Young Children
IDENTIFIERS- Feldman (David Henry); Gardner (Howard); Nonuniversal Theory; *Project Spectrum

This book presents the history of Project Spectrum, a 10-year research project dedicated to developing an alternative approach to curriculum and assessment that respects the diverse interests and abilities that children bring to the preschool and early elementary classroom. The first chapter presents Spectrum's theoretical roots--David Henry Feldman's nonuniversal theory and Howard Gardner's Multiple Intelligences theory--against a backdrop of more-traditional views of human intelligence. The two theories contend that children have a far wider range of abilities than generally are valued in school or measured by IQ and other standardized tests. Chapter 2 describes the Project's work in a Massachusetts preschool to develop assessments that would paint a broad but detailed picture of children's strengths. The chapter highlights how the work created a classroom environment where assessment and curriculum were designed to constantly reinforce each other, both promoting and examining the children's accomplishments in a field. Chapter 3 describes the second phase of the project, during which project workers explored whether the academic performance of at-risk children could be improved by discovering and fostering their areas of strength. Chapters 4 and 5 explore the project's attempts to link the classroom with educational resources in the community, such as visiting a local children's museum and bringing mentors into the classroom, as a way to develop children's strengths more fully. Chapter 6 examines four situations in which educators have, in their own ways, used a Spectrum approach to address problems they wished to correct. Chapter 7 looks back at the many different ways that Gardner's and Feldman's theories have shaped classroom practice, and that classroom practice has, in turn, informed their ideas about cognitive development. Two appendices describe Spectrum activities and Spectrum key abilities. Each chapter contains references. (HTH)

ED 433 094 PS 027 733

Chen, Jie-Qi, Ed.; Isberg, Emily, Ed.; Krechevsky, Mara, Ed.
Project Spectrum: Early Learning Activities. Project Zero Frameworks for Early Childhood Education, Volume 2.
PUB DATE- 98
NOTE- 251p.; For Volume 1 and Volume 3, see PS 027 732 and PS 027 734.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Construction (Process); *Curriculum Development; *Elementary School Curriculum; Individualized Instruction; Interpersonal Competence; Language Arts; *Learning Activities; Mathematics Activities; Motion; Multiple Intelligences; Music Activities; *Preschool Curriculum; Primary Education; Science Activities; Visual Arts
IDENTIFIERS- Feldman (David Henry); Gardner (Howard); Nonuniversal Theory; *Project Spectrum

Project Spectrum is a collaborative research and development project that offers an alternative approach to assessment and curriculum development for preschool and early primary years. The project, based on Howard Gardner's multiple intelligences theory and David Henry Feldman's nonuniversal development theory, emphasizes observing children closely, identifying

NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Child Rearing; Children; Elementary Secondary Education; Family Relationship; *Grandchildren; *Grandparents; *Parent Education; *Parenting Skills; Preschool Education
IDENTIFIERS- Grandparent Grandchild Relationship; Grandparent Responsibility; *Grandparents as Parents; Parent Needs

This guide is designed to supply information to professionals who work with grandparents. A panel of grandparents and professionals met during a 1-day retreat to review parenting information. The manual describes the situation of grandparents raising their grandchildren, provides a guide to materials addressing some grandparents' parenting needs, and lists resources that may assist them in their parenting activities. The bulk of the guide describes 26 parenting resources and provides the following information for each resource: (1) description of the material; (2) program format; (3) ordering information; (4) cost; (5) reviewers' notes on strengths of material; and (6) reviewers' notes of limitations of material. The review panel reported that in general, the materials were appropriate for grandparents, although a fair amount of information contained in the materials reflected a Eurocentric middle-class standard. Five appendices include a list of grandparent support groups in Missouri, information for educators, and a list of national resources. (KB)

ED 433 111 PS 027 807

Miller, Karen
Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds.
PUB DATE- 99
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Childhood Needs; Classroom Environment; *Curriculum Development; Infant Behavior; Infant Care; *Infants; *Learning Activities; Parent School Relationship; *Play; Preschool Education; *Toddlers
IDENTIFIERS- Developmentally Appropriate Programs; Parent Caregiver Relationship; Play Learning

This book for caregivers and parents provides over 300 activities based on the developmental needs of infants, toddlers, and 2-year-olds. The book describes key developmental stages to assist caregivers in identifying developmentally appropriate activities. Following an introductory chapter, the book is organized by developmental domains. Each chapter describes the significance of that particular domain, factors influencing development in that area, and the typical progression of skills. Individual chapters are devoted to the following areas: (1) social-emotional development; (2) language development and early literacy; (3) fine motor development; (4) gross motor development; (5) cognitive development; (6) music and movement development; (7) sensory development; (8) nature activities;

ED 432 658 CE 078 912

Bartram, John D.
Improving Systems Providing Education and Training throughout Life. Flexible Access to Technical and Vocational Education throughout Life.
PUB DATE- 99
NOTE- 8p.; Paper presented at the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Case Studies; Change Strategies; Developing Nations; Education Work Relationship; Educational Change; *Educational Improvement; Educational Needs; Educational Policy; Educational Strategies; Foreign Countries; *Lifelong Learning; Partnerships in Education; *Systems Approach; Unions; *Vocational Education
IDENTIFIERS- India; North America

A large majority of the world's people are denied access to learning. The link between technical and vocational education (TVE) and individual and workplace economic productivity is well documented. Many countries are experiencing combinations of increasing populations of young people and high unemployment rates. Existing traditions of training and available human and financial resources provide little hope of providing access to TVE to the large numbers of people who need it worldwide. Change is essential to meeting the demands of enterprises that require a skilled workforce and people in need of TVE so that they can become economically productive. Challenges facing those seeking to improve access to TVE include the following: (1) development of alternative methodologies (combining the best of distance education with the best of TVE, developing learning materials appropriate to students' gender and level of schooling, resolving issues related to intellectual property rights and copyrights, and using appropriate technology); (2) quality assurance (improving the credibility of TVE awards and of assessments of practical skills and making qualifications flexible and mobile); (3) development of appropriate policy and strategy; (4) reorienting educational institutions, teachers, and teacher unions; and (5) developing partnerships between and among trainers and enterprises, credential-granting agencies, the labor movement, and other trainers across the globe. (MN)

ED 432 659 CE 078 915

Haertel, Michael
Environmental Protection--Innovations in Vocational Training and the Use of Information Technology for the Purpose of Theme-Oriented Knowledge Management.
PUB DATE- 99
NOTE- 9p.; Paper presented at the International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ecology; Educational Needs; *Environmental

that often exist in persons with learning disabilities. Chapter 6 presents insights into the impact of learning disabilities as adults age. The final chapter reviews new and promising techniques for understanding learning disabilities in adults. The book contains 88 references and 3 appendixes: (1) a list of 12 guidebooks for managing learning disabilities in adults; (2) the Jordan Index for Asperger's Syndrome; and (3) the Jordan Executive Function Inventory. (KC)

ED 432 676 CE 079 027

Equity. Moving toward Self-Sufficiency. FY 98 Programs and Services.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Disadvantaged Youth; *Displaced Homemakers; Education Work Relationship; Entrepreneurship; Females; Grants; *Job Skills; Nontraditional Education; Nontraditional Occupations; One Parent Family; *Outcomes of Education; Postsecondary Education; *Pregnant Students; Program Effectiveness; Secondary Education; State Programs; Technical Education; Work Experience Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Ohio

This report documents the work done in Fiscal Year 1998 by the Ohio Department of Education, Division of Vocational and Adult Education, to address two major priorities as authorized by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990: (1) single parents, displaced homemakers, and single pregnant women; and (2) vocational students in nontraditional programs, specifically those programs that will result in economic self-sufficiency. The report provides a review of each program; a profile of the participants in each of the programs; statistical data about participants' economic and personal situations at intake; and the outcomes at the end of the fiscal year. The grants highlighted in the report are as follows: (1) grants for single parents, displaced homemakers, and single pregnant women (Comprehensive Support Services Grant; Displaced Homemaker Program; Graduation, Occupation, and Living Skills Program; and Ventures in Business Ownership Program); and (2) equity funded grants (Nontraditional Education for Teens Work Program; Orientation to Nontraditional Occupations for Women Program; and Promoting Access in Technical Education Grant). Program information is provided in more than 50 tables and graphs. (KC)

ED 432 677 CE 079 028

Graphic Arts: Process Camera, Stripping, and Platemaking. Fourth Edition. Teacher Edition and Student Edition.
PUB DATE- 99
NOTE- 361p.; For the third edition, see ED 410 418.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Course Content; Entry Workers; *Graphic Arts; Job Skills; Job Training;

provides a window of opportunity to reshape this disjointed system into a market-driven, competency-based engine of talent development. Public-private partnerships must be increased, and the workforce development system must be reoriented from "pushing" people from schools into the labor market to "pulling" people with both general knowledge and the right skills from schools attuned to business needs. (MN)

ED 432 693 CE 079 052

Quets, Gail; Robins, Philip K.; Pan, Elsie C.; Michalopoulos, Charles; Card, David
Does SSP Plus Increase Employment? The Effect of Adding Services to the Self-Sufficiency Project's Financial Incentives.
SPONS. AGENCY- Human Resource Development Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Demonstration Programs; Employment Level; Employment Patterns; *Employment Services; Financial Policy; Foreign Countries; *Incentives; *Labor Force Development; One Parent Family; Program Effectiveness; Welfare Recipients; *Welfare Services
IDENTIFIERS- Canada; Impact Studies; *Self Sufficiency; Welfare to Work Programs

In 1992, Human Resources Development Canada launched the Self-Sufficiency Project (SSP), which was a research and demonstration effort involving long-term, single-parent Income Assistance (IA) recipients in New Brunswick and British Columbia. Under SSP, IA recipients who left IA and worked at least 30 hours per week were offered a generous but time-limited monthly earnings supplement. A short-term study of SSP established that nearly one-third of those offered the earnings supplement took full-time jobs and exited IA. In March 1995, a SSP was supplemented with a range of pre- and postemployment services. The new program was called SSP Plus. The impact of the SSP Plus program on employment patterns among IA recipients was examined in comparative analyses of regular SSP, SSP Plus, and control groups. The additional services in SSP Plus led to an increase in the percentage of persons taking advantage of the supplemental offer (52% after implementation of SSP Plus versus 35% before). The additional services in SSP Plus led to a small increase in full-time employment, decrease in receipt of IA, and modest increase in after-tax family income. (The document contains 16 references and 41 tables/figures. Appended are five additional tables of technical data.) (MN)

ED 432 694 CE 079 054

Lewis, Morgan V.
An Examination of the Standards Established by the Accrediting Commission of Career Schools and Colleges of Technology.
SPONS. AGENCY- Accrediting Commission of Career Schools/Colleges of Technology, Washington, DC.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Counselor Training; Evaluation; Graduate Students; Higher Education; Observation; *Practicum Supervision; Practicums; Reflective Teaching; Role; Teaching Models

Instructional supervision is the use of monitored service for preservice training. It is supervision of more experienced students in order to teach less experienced ones. As a pedagogy of counselor education, instructional supervision is supervisory because it monitors an actual client, and instructional because it uses supervision as a pedagogic tool. In this study, prepracticum counseling laboratory students observed and participated in the live supervision of a practicum counselor. The counselor showed videotaped client sessions to a supervisor who was also the lab students' teacher. Students followed the practicum case over the semester, meeting weekly with the counselor and supervisor to observe and participate in supervision. The model of instructional supervision proposed is a deployment of direct and vicarious learning opportunities defined as multiple roles and activities that vary for the same individuals. Roles are not assigned but emerge naturally as a result of overlapping tasks, interrelated perspectives, and group participation. The research of Goodyear and Bernard (1998) is used to examine the distinction between supervision and training. A brief review of instructional supervision literature within counseling supervision is presented. Finally, the model and theory of instructional supervision is described. The model is composed of four principal parts: target, purpose, format, and roles. Supported by the four principles, the model has the following attributes: vicarious and immediate observation; approximation; reflexibility and feedback; and alternative constructivism. The model may be described in terms of development and individual differences, cognition, affect, and professional acculturation. (Contains 80 references.) (MKA)

ED 432 712   CG 029 420

Tuckman, Bruce W.; Abry, Dennis
Developing a Motivational Model of College Achievement.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Need; *College Students; Grade Point Average; Higher Education; Models; Objectives; Parent Influence; Predictor Variables; Self Efficacy; Student Behavior; *Student Motivation; Test Anxiety; Thinking Skills
IDENTIFIERS- Procrastination; Self Regulation

This study involves developing a motivational model of college achievement. The predictor variables, which were procrastination tendency, self-efficacy, self-regulation, intrinsic value, outcome value, cognitive strategy, test

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Reading Achievement; *Reading Comprehension; *Reading Tests; State Programs; *State Standards; *Student Evaluation; Study Guides; Test Items; Test Wiseness
IDENTIFIERS- *Delaware Student Testing Program; Scoring Rubrics

The purpose of this reading sampler is to familiarize Delaware teachers and students with the reading comprehension portion of the Delaware Student Testing Program. Included is information about the reading tests for grades 3, 5, 8, and 10. This sampler contains the following examples for each grade level: a reading passage; a multiple choice item; a short answer item (with scoring rubric); an extended response item (with scoring rubric); and a text-based writing item (with scoring rubric). (RS)

ED 432 733 CS 013 652

Corso, Marjorie
Children Who Desperately Want To Read, But Are Not Working at Grade Level: Use Movement Patterns As "Windows" To Discover Why. Part II: The Transverse Midline.
PUB DATE- 99
NOTE- 17p.; For Part I, see ED 402 549; for Part III, see CS 013 695; for Part IV, see CS 013 696.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Brain; Classroom Techniques; Comparative Analysis; *Learning Processes; Longitudinal Studies; *Movement Education; Primary Education; *Psychomotor Skills; *Reading Difficulties
IDENTIFIERS- Developmental Theory

This paper discusses a multi-part longitudinal study which compared the developmental movement levels and the academic learning level in young children, noting that the relationship between movement education and academic education is based on the assumption that both realms of learning are dependent on the adequate development of the brain. The paper states that the focus in this part of the study is on the transverse midline. It explains that the concept of body-space awareness is that the transverse midline divides the upper part of the body from the lower part of the body; in paper-space awareness the transverse midline divides the upper half of the paper from the bottom half of the paper. The paper reports that there are some children in every primary classroom who desperately want to learn to read and write, but they are not working up to grade level. This study suggests that children who have not mastered the coordination of their arms and legs in movement patterns have poor work habits and poor organizational skills in the classroom. The paper describes the process of developing the physiology of the brain and nervous system by starting with large muscle movements and proceeding to the small muscle movements. It also suggests how classroom teachers should proceed with children with organizational problems and outlines the types of activities and skills these children should practice. Contains several illustrations and 21 references. (NKA)

ED 432 734 CS 013 653

Bowman, Lynne Michele
Curious George Meets Herman: The Effects of Commercially Produced Phonics Software on Phonemic Awareness.
PUB DATE- 99

(055),Reference Materials - General (130)
DESCRIPTORS- *Authors; *Childrens Literature; Class Activities; Illustrations; *Picture Books; Primary Education; *Thematic Approach; *Whole Language Approach
IDENTIFIERS- Illustrators; *Trade Books

This comprehensive encyclopedia of children's literature for the lower grades aims to inspire teachers, librarians, and students to delve into picture books and find ways to integrate books into the curriculum. The encyclopedia offers information on themes, focus picture books, and author studies to help educators become familiar with specific books and authors. It contains 20 fully developed themes that relate directly to the literature, social studies, math, art, and music curriculum. Each theme recommends activities and books for further study. Fourteen focus picture books include summaries of books and ideas and suggestions for cross-curriculum activities. Twenty-five author studies give biographic information on well-known picture books authors and illustrators, as well as overviews of their work and summaries of their books. (NKA)

ED 432 755 CS 216 778

Hagerty, Patricia J.; Foster, Ann; Cobb, Brian
Teaching Spelling: A Sampling of Exemplary Practices in Poudre School District.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Interviews; *Spelling Instruction; Student Attitudes; Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement; *Teaching Methods
IDENTIFIERS- Poudre School District CO

A study examined the spelling practices of 10 classroom teachers in Poudre School District (Colorado) to determine their philosophies about teaching spelling, the practices they use, and the results they see. Subjects, 10 elementary teachers nominated "good teachers of spelling," were interviewed for approximately one hour and asked to submit examples of materials used when teaching spelling and a spelling log in which all teaching of spelling was recorded for a week. Five students from each classroom were interviewed in an attempt to determine their definition of spelling and their use of spelling strategies. Findings suggest that there is no one way to teach spelling; when teachers use programs that correlate highly with their beliefs about what is important in spelling instruction, they consider their students to be successful spellers. Recommendations include: words in a spelling list should be related to a common generalization or rule; if students choose their own words to learn, several words should be selected from which additional words with the same patterns can be generated; students should be involved in word play activities; students should be involved in many opportunities to write for "real" reasons; and spelling grades should be determined on the correctness of spelling in written work. (Contains an executive summary and 6 references.) (SC)

ED 432 756 CS 216 787

Kimme Hea, Amy C.
Countering Deterministic Tools: A Critical Theory Approach to Computers & Composition.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Internet; *National Standards; *Parent Participation; Program Descriptions; Program Development
IDENTIFIERS- ERIC Digests

Noting that research has shown that the more extensive the parent involvement, the higher the student achievement, this Digest discusses standards for parent/family involvement and describes online resources that can help parents and educators attain those standards. It discusses existing national standards for family involvement programs and studies on parent involvement. The Digest then presents 5 goals for parent involvement ventures and describes a total of 10 online resources related to the 5 goals. (RS)

ED 432 776 CS 216 823

Wray, David; Lewis, Maureen
Extending Interactions with Non-fiction Texts: An Exit into Understanding.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comprehension; Elementary Education; Models; *Nonfiction; *Reader Text Relationship; *Reading Instruction; *Reading Strategies; Teaching Methods

Exploring ways of helping teachers to extend their pupils' literacy, this paper's intent is to devise and try in classrooms a range of strategies whereby teachers might develop the abilities of their children to use literacy more effectively as a means of learning. It gives an outline of the model used, the Extending Interaction with Texts, or "EXIT" model, and briefly outlines the thinking and research underlying the model. The paper concludes that despite the difficulties in devising models of this nature, teachers have reacted positively to the attempt to provide a framework for their classroom work. Contains 30 references. (SC)

ED 432 777 CS 216 824

Wray, David; Lewis, Maureen
From Learning to Teaching: Towards a Model of Teaching Literacy.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Learning Processes; Metacognition; Models; *Nonfiction; Primary Education; *Reader Text Relationship; *Reading Improvement; *Reading Instruction; Reading Strategies

Exploring ways to help primary school teachers extend the literacy of their pupils, this paper devises and classroom-tests strategies whereby teachers might develop the abilities of their children to use literacy more effectively as a means

Raveling, Joyce S.
The Body Micropolitic: Where Do Women Educational Leaders Fit in the Easton Model of Policy Analysis?
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Females; Instructional Leadership; Leadership Styles; Literature Reviews; Models; *Policy Analysis; *Sex Bias

This paper asks where and how women and women's styles of leadership are situated in Easton's Model of Policy Process. The Easton Model provides a means of understanding policy development from a micropolitical perspective and offers analysis of environmental influences on policy decision making and implementation, allowing the model to accommodate the fact that decision making, policy development, and implementation are influenced by the needs, demands, and quirks of outside influences. Drawing on the literature on women's leadership styles, the paper focuses on women as educational leaders, evaluating whether their leadership styles would have greater chances of success within Easton's systemic model of policy processes. It provides an overview of the Easton Model, offers an example using the model, analyzes successful leaders using the model, discusses women's leadership styles, gives examples and amplifications of women's leadership practices, and discusses the representation of women in the Easton Model. The article concludes that although the model is superior to earlier models, it is still based on traditional concepts of leadership and organizations and thus ignores or diminishes the experiences and values of women who fall outside hegemonic norms, perpetuating the absence of studies on women's leadership practices and philosophies. (Contains 35 references.) (RJM)

ED 432 800 EA 029 942

Bogler, Ronit
Reassessing the Behavior of Principals as a Multiple-Factor in Teachers' Job Satisfaction.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Foreign Countries; *Job Satisfaction; *Leadership Styles; *Principals; Self Esteem; Teacher Administrator Relationship; *Teacher Attitudes; Teachers
IDENTIFIERS- Israel; *Professional Identity; *Teacher Principal Relationship

This paper reports on a study that examined the effects of three factors on teacher satisfaction: principal leadership style (transformational or transactional), principal decision-making strategy (autocratic versus participative), and teachers' perceptions of their occupation. An overview of each of the involved clarifying, coordinating, and communicating a unified purpose were more evident than displays of formal authority to promote change. Administrators shared their need for support and power as they reallocated both human and financial resources. (Contains 25 references and the semi-structured interview protocol.) (RJM)

ED 432 819 EA 029 969

Leading the Way: State Actions To Improve Student Achievement in the Middle Grades.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Change Strategies; *Educational Improvement; *Middle Schools; State School District Relationship

This fourth report in the Southern Regional Education Board's series on middle-grades education recommends a number of actions that states, districts, and schools can take to improve middle-school student performance. These recommendations address lagging achievement, a lack of focus on academics, unprepared teachers, and a need for leadership and sufficient resources allocated where they can do the most good. The report calls for states to review their standards and expectations to determine whether they are rigorous and challenging and to clarify what students should master. The text criticizes states for concentrating their efforts on the "bookends" of schooling: early childhood and higher graduation rates. It asks states to provide examples of challenging curricula and to furnish information that schools, communities, and families can use to improve middle-grades education. It recommends a comprehensive framework with 10 critical elements that can help districts and schools move the middle grades forward. These elements include an academic core that is aligned with rigorous content and performance standards, a belief that all students matter, classroom practices that actively engage students in their learning, qualified teachers, and strong leadership. These actions can reverse the trend of eighth-grade students entering high school ill prepared. (RJM)

ED 432 820 EA 029 970

The Community Schools Study Plan.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Assessment; Educational Improvement; Educational Objectives; Elementary Secondary Education; Program Descriptions; *School Effectiveness
IDENTIFIERS- *Ohio

This study plan outlines the evaluation protocol to be carried out in Ohio's community schools (charter schools). The plan was generated by the state's Legislative Office of Education Oversight, which is required by law to evaluate start-up and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; Educational Improvement; Elementary Secondary Education; Foreign Countries; Models; Performance Based Assessment; *Student Evaluation
IDENTIFIERS- *Competency Based Curriculum; *Competency Based Evaluation; New Zealand; South Africa; United Kingdom; United States

This booklet analyzes the concept of competence in education and explores the background of this increasingly popular form of assessment. It focuses on the role of competence in four countries the United States, the United Kingdom, New Zealand, and South Africa and defines what is meant by competence. The report states that competence-based systems tend to operate with different emphases, such as the U.K.'s system, which is based on standards defined by industry. The text outlines the origins of competence in the four countries under consideration and presents two alternative competence models: the behaviorist model and the interactive model. Some applications of competence are discussed, along with the influence of competence on the curricula and on vocational education and training. Since competence and competence-based systems have come under criticism, some critiques are outlined, such as the idea that a competence is a complex entity comprising simpler items of ability. Criticisms have also emanated from the U.S., which had earlier embraced competence-based systems. However, few schools in the U.S. appear to have reorganized their curriculums to reflect new outcomes. The report closes with the plea that educators take note of the numerous criticisms of competence-based systems. (Contains 29 references.) (RJM)

ED 432 840 EA 029 996

Tikly, Leon
Local Government Finance of Schooling in South Africa: A Discussion Document. Working Paper No. 12.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Foreign Countries; *Government Role; *Government School Relationship; *Local Government; Models; State Regulation
IDENTIFIERS- *South Africa

This booklet introduces some of the issues involved in local government provision of schooling. It discusses four models concerning the form such provisions might take, and each model is then considered in relation to the financial and administrative practicalities involved. To this end, local government officials from metropolitan, town, and rural councils, as well as economists, educationists, and experts in local-government affairs were interviewed in 1995 and 1996. Those interviewed were asked to comment on the past situation with regard to local government finance in general and the provision of schooling in particular. Although the paper draws together research and perspectives relating to both local government and education, it is written with primarily an educational audience in mind. It opens with a brief history of local-government finance in South Africa, followed by an account of previous and existing forms of local government involvement in education. Some key considerations concerning local government provisions are suggested and four models of were analyzed in terms of actual turnover. Job "leavers" were more likely than job "stayers" to report feeling "upset," had higher self-efficacy scores, expressed greater overall satisfaction than "stayers," were less satisfied with pay, and were less satisfied with supervision. (Contains 19 references.) (DB)

ED 432 858 EC 307 344

Rast, Jim
Lessons from the Village: Early Intervention and Prevention.
PUB DATE- 98
NOTE- 7p.; In: Chapter 6, "Prevention and Early Intervention Projects," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Agency Cooperation; At Risk Persons; Children; *Delivery Systems; Demonstration Programs; Early Identification; *Early Intervention; *Emotional Disturbances; Family Involvement; Home Programs; *Integrated Services; Mental Health Programs; Outcomes of Treatment; Predictor Variables; Program Evaluation; Program Implementation; Rural Areas; Young Children
IDENTIFIERS- *Kansas

This paper reflects on lessons learned from the implementation of KAN Focus, a demonstration project to develop a system of care for children with severe emotional disturbance in rural southeast Kansas. It notes trends toward providing more and younger children with community-based support services which provide family centered services, short-term, targeted approaches such as information and advocacy for parents, case management, attendant care, and home-based family therapy. Outcome data in Kansas are reported to show that children are progressing more rapidly, completing services sooner, and returning to services less often. A review of research found that when the primary risk factors are poverty, single family homes, and lack of medical care, health- and education-focused home visitation programs can have dramatic positive effects. However, when the same risk factors are accompanied by mental illness, substance abuse, or family violence, success rates of such programs are much lower. Three specific lessons from the Kansas effort are discussed: (1) systems of care for young children are very different than the ones for children and adolescents with severe emotional disturbance; (2) collaboration is worthwhile but hard work; and (3) good program evaluation improves collaboration, service effectiveness, cost efficiency, and sustainability. (DB)

ED 432 859 EC 307 346

Rogers, Kenneth M.; Powell, Elaine; Strock, Melissa
The Characteristics of Youth Referred for Mental Health Evaluation in the Juvenile Justice System.
PUB DATE- 98
NOTE- 7p.; In: Chapter 7, "Child Welfare and Juvenile Justice," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

delivery system for persons with disabilities in day and employment services is changing; (5) within the vocational rehabilitation system, there has been a steady improvement in employment outcomes for persons with disabilities; (6) state investment in employment outcomes varies among states, based on a standardized rate measure of the number of individuals supported in integrated employment per 100,000 state population; and (7) there is no significant correlation between the integrated employment rates for MR/DD agencies and the rates of closure into competitive employment for vocational rehabilitation agencies. The appendix includes individual state profiles. (Contains 15 references.) (CR)

ED 432 877 EC 307 366

Kratochwill, Thomas R.; Elliott, Stephen N.; Loitz, Pamela Ann; Sladeczek, Ingred; Carlson, John
An Experimental Analysis of Teacher/Parent Mediated Interventions for Preschoolers with Behavioral Problems. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 287p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification; Inservice Teacher Education; *Instructional Effectiveness; Parent Education; *Preschool Children; Preschool Education; *Training Methods; *Videotape Recordings
IDENTIFIERS- Project Head Start

This report discusses the outcomes of a study that tested the effectiveness and compared two different approaches of conjoint behavioral consultation using a manual versus a videotape series as the main components of training parents and teachers to treat children's behavioral difficulties. Children (n=68) exhibiting externalizing or internalizing behavioral problems who attended Head Start Programs were targeted for this intervention. During the first 2 years of the project, a manual-based program was conducted. The last 3 years of the project involved delivery of the parent/teacher training program through a series of videotapes and accompanying manuals. Children were randomly assigned to either an experimental or no-treatment control group. Results indicated that both of the treatment groups demonstrated improved behaviors within more cases when compared to the control group, and that the manual treatment group reported the greatest number of behavioral improvements. Direct behavioral observations did not indicate clinically relevant improvements in behavior; however, parent and teacher goal attainment reports characterized students as meeting their behavioral goals overall. Both parents and teachers also reported high rates of treatment acceptability and satisfaction with both the manual and videotape treatment programs. Appendices include the assessment instruments. (Contains approximately 90 references.) (CR)

ED 432 878 EC 307 367

Portwood, Madeleine
Developmental Dyspraxia: Identification and Intervention. A Manual for Parents and Professionals. Second Edition.
PUB DATE- 99
NOTE- 212p.
LANGUAGE- English

shelters during natural hazards, but they often sustain as much damage as other buildings. This study investigated the physical vulnerability of schools located on Dominica to wind forces, torrential rain, and seismic forces in order to provide relevant local agencies with some of the input required for selection of properties for Caribbean Development Bank funding. Information tables list each school, its description and vulnerable areas, and its vulnerability ratings for wind, torrential rains, and seismic forces. Additional tables list each school followed by recommendations for improvements in order to upgrade the structure against natural hazards. Appendices provide commentary on the vulnerability of buildings to water ingress from torrential rain; and a summary of wind, rain, and seismic vulnerabilities of roof and wall envelopes. A sample of the survey instrument concludes the report. (Contains eight references.) (GR)

ED 432 898 EF 005 581

Gibbs, Tony
Vulnerability Assessment of Selected Buildings Designated as Shelters: Antigua and Barbuda.
PUB DATE- 98
NOTE- 55p.; Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project To Reduce the Vulnerability of School Buildings to Natural Disasters. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; Public Schools; Questionnaires; Surveys
IDENTIFIERS- *Antigua and Barbuda; Caribbean; *Emergency Shelters

Educational facilities in the Caribbean often serve roles as shelters during natural hazards, but they often sustain as much damage as other buildings. This study investigated the physical vulnerability of schools located on Antigua and Barbuda to wind forces, torrential rain, and seismic forces in order to provide relevant local agencies with some of the input required for selection of properties for Caribbean Development Bank funding. Information tables list each school, its description and vulnerable areas, and its vulnerability ratings for wind, torrential rains, and seismic forces. Additional tables list each school followed by recommendations for improvements in order to upgrade the structure against natural hazards. Also included are damage and repair reports from two 1995 hurricanes on school buildings. A sample of the survey instrument concludes the report. (Contains nine references.) (GR)

ED 432 899 EF 005 582

Gibbs, Tony
Vulnerability Assessment of Selected Buildings Designated as Shelters: St. Kitts--Nevis.
PUB DATE- 98
NOTE- 48p.; Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project To Reduce the Vulnerability of School Buildings to Natural Disasters.
LANGUAGE- English

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Child Language; Foreign Countries; *Language Acquisition; *Language Processing; Language Research; *Learning Processes; Metalinguistics; Second Language Learning; *Second Languages
IDENTIFIERS- Krashen (Stephen)

A review of research on the development of linguistic competence in second language learners looks at the role played by input to children in their development of linguistic competence, the nature of children's metalinguistic development, and the same processes in the naturalistic second language learning of adults, and then examines the role of a focus on form in second language teaching in developing linguistic competence. Discussion of the development of first-language competence draws on the study of universal grammar and of development of attentional capacities and sensitivity to shifts in input. Children's metalinguistic development is explored through research on metacognition and meta- and epilinguistic awareness. Evidence of the utility of focus on form in assisting adult second language learners in their quest for "fluent accuracy" is considered, and approaches to combining naturalistic language learning with this focus on form are suggested. (Contains 4 tables and 46 references) (MSE)

ED 432 920 FL 025 936

Teng, Huei-Chun
The Effects of Question Type and Preview on EFL Listening Assessment.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Cloze Procedure; College Freshmen; College Instruction; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; Language Research; *Language Tests; *Listening Skills; Multiple Choice Tests; Second Language Learning; Student Evaluation
IDENTIFIERS- *Question Types; Wh Questions

A study investigated the effects of question type (multiple-choice, wh-questions, and cloze items) and question preview on assessment of English-as-a-Foreign-Language (EFL) listening comprehension. Subjects were 90 freshmen at a Chinese university, randomly assigned to two groups. One was administered a question preview before listening to a passage; the other was not. All subjects answered the three question types after hearing the passage. Results indicated that the subjects had better listening performance when answering multiple-choice questions than when answering wh-questions or cloze items. Also, question preview appears to have facilitated listening performance. Additional listening comprehension testing techniques are suggested, including use of question types with nonverbal response, having students read questions before the test begins, and designing test questions according to students' listening proficiency. (Contains 2 tables and 12 references.) (MSE)

Together To Promote Student Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ancillary School Services; College Faculty; *Cooperative Programs; Enrichment Activities; Extracurricular Activities; Higher Education; Integrated Activities; *Integrated Curriculum; Program Development; *Student Personnel Services
IDENTIFIERS- ERIC Digests

This digest urges greater collaboration between academic departments and student affairs personnel at institutions of higher education for the purpose of providing students with a seamless culture of learning. Reports of the American College Personnel Association, the National Association of Student Personnel Administrators, and the American Association for Higher Education are cited as stressing the need for increased collaboration. Principles of the Student Learning Imperative for developing a more integrated curriculum are noted, such as generating enthusiasm for institutional renewal, creating a common vision of learning, fostering collaboration and cross-functional dialogue, and examining the influence of student cultures on student learning. Briefly addressed are six examples of collaborative efforts, including an introduction to college courses, first-year student groupings, new student orientation, outcomes assessment, service learning, and an annual period when student affairs and faculty plan activities. (Contains 17 references.) (DB)

ED 432 941 HE 032 249

Kenty, Janet R.
Matching Social Support and Sources of Stress in Female Nursing Faculty Pursuing Doctoral Study.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Biennial Convention of Sigma Theta Tau International (34th, Indianapolis, IN, December 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Doctoral Programs; *Graduate Students; Higher Education; Models; *Nursing Education; Quality of Life; Questionnaires; Role Conflict; Social Support Groups; Stress Management; *Stress Variables; Student Attitudes; Student Surveys; *Women Faculty

This study surveyed 111 women faculty in four-year nursing education programs who were also enrolled in doctoral study to determine the stresses involved in balancing the two roles of teacher and student. The theoretical framework was an extension of Cutrona and Russell's social support model which proposes that stressful life events impact particular life domains (role change, home achievement, time, family/friends relations, money, work/school achievement) and that types and sources of social support when matched with a particular life domain reduce the impact of stress within that life domain. Participants completed three instruments: the Norbeck Social Support Questionnaire measuring types/sources of social

PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Curriculum; *College Instruction; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; Multicultural Education; Psychological Studies; Psychologists; *Psychology; Race; *Sex Bias; *Sex Fairness; Sexual Identity; Social Class; Teaching Methods; Textbook Bias; Theories
IDENTIFIERS- Gender Issues

This collection of four essays examines the ways in which psychology, as a discipline, reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. In "Rethinking the Discipline: Psychology," Angela B. Ginorio focuses on the inadequacies of many existing courses and textbooks. She also explores specific psychological issues as they affect Latinas. In "The Impact of the New Scholarship on Gender, Race, Ethnicity, Social Class, and Sexual Orientation on Psychology," Nancy Romer addresses the significant positive changes that have occurred in the field over the last several years. In "A Just Noticeable Difference: The Impact of Gender, Race, Ethnicity, and Social Class on Psychology," Rhoda K. Unger notes that introductory psychology textbooks remain ethnocentric and androcentric and discusses the effects of feminist scholarship on the field. In "Scholarship and the Discipline: The Study of Gender, Race, Ethnicity, Social Class, and Sexual Orientation," Karen Fraser Wyche examines the interrelationships between research findings, journal publications, and curriculum. Each essay contains references. (MDM)

ED 432 961 HE 032 669

Hartman, Joan E.; de Filippis, Daisy Cocco; Kruger, Steven F.; O'Driscoll, Sally; Ling, Amy; Webb, Barbara J.
Literature. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 71p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Curriculum; *College Instruction; Eighteenth Century Literature; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; Latin American Literature; *Literature; Medieval Literature; Multicultural Education; Race; *Sex Bias; *Sex Fairness; Sexual Identity; Social Class; Teaching Methods; Theories; World Literature
IDENTIFIERS- Asian Literature; Caribbean Literature (English); Gender Issues

This collection of six essays examines the ways in which literature, as a discipline, reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. In "Rethinking the Discipline of Literature: Gender," Joan E. Hartman presents the results of a Modern Language Association survey that highlights the prominence of feminist approaches to literature. In "Latin American Literature," Daisy Cocco de Filippis addresses the marginalized place of Latin American women writers in the curriculum. In "Medieval Studies," Steven F. Kruger notes that the new scholarship enriches and broadens contemporary views of medieval culture. In "Eighteenth-Century Studies," Sally O'Driscoll discusses the effects of queer theory on the field, while in "The Impact of Asian-American

Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; *College Instruction; Curriculum Development; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; Models; Race; Research Methodology; *Sex Bias; Sex Differences; *Sex Fairness; Sex Role; Social Class; Social Science Research; *Sociology; Teaching Methods; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which sociology, as a discipline, has been influenced by feminist scholarship in the field, and three major contributions of feminist scholarship are presented: the introduction of women into sociological theory and research during the era of "sex role" analysis; the shift to analyzing gender as a basic axis of stratification built into social organization; and a more inclusive sociological perspective that focuses on the simultaneous operation of gender, race, and class in people's lives. The essay notes that in addition to critiques of traditional sociology, feminist scholarship has transformed the discipline by developing the study of sex and gender as a subfield of sociology. It concludes by noting that feminist sociologists are currently exploring the ways that researchers can understand gender as multifaceted, supporting, reinforcing, and intersecting with many other forms of inequality. An 89-item bibliography contains information on background readings for faculty; suggested readings for undergraduate courses; curriculum resources; and professional organizations. (MDM)

ED 432 981 HE 032 689

Hewitt, Nancy A.
U.S. History: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 37p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; *College Instruction; Females; Feminism; *Feminist Criticism; Higher Education; History Instruction; Models; *Research; Research Methodology; *Sex Bias; Sex Differences; Sex Fairness; Sexuality; Theories; *United States History
IDENTIFIERS- Gender Issues; *Womens History

This essay examines the ways in which U.S. history, as a discipline, has been influenced by feminist scholarship in the field and by research on gender and sexuality. It notes that the recognition that gender matters revolutionized the thinking of scholars who forged the field of women's history. Feminist scholars have expanded the definition of historically significant topics to include the private domain of family, domesticity, reproduction, sexuality, and public activities such as voluntary social service. Studies of women, particularly working-class women and women of color, are

Evaluation Methods; *Multimedia Materials; Preschool Education

This annual guide provides information on recommended software programs and multimedia applications for K-12 use. An introductory section describes the evaluation process and lists the highest-rated programs for 1998-99. The program entries are organized by the following subject areas: the arts, early childhood, health, language arts, mathematics, problem solving, reference, science, social studies, student helper, and tools. Each entry includes title, publisher, copyright date, grade level, subject areas, cost, hardware requirements, magazine review citations (if available), a description, applications for diverse learners (if applicable), tips for use, and evaluator comments. A total of 79 programs are listed; 67 of these are new to the guide and 12 are "OTB (Only the Best) Classics." A software publisher directory, interdisciplinary index, and title index are included. (MES)

ED 432 999 IR 019 723

Johnson, Addie M.

A Unique Strategy for Promoting Distance Learning Communities: Journal Writing as a Basis for Discourse.

PUB DATE- 98

NOTE- 17p.; Paper presented at the International Federation for Information Processing (IFIP) World Computer Congress (15th, Vienna, Austria and Budapest, Hungary, August 31-September 4, 1998). A Spanish version of this paper appears in Revista-Iberoamericana de Educacion a Distancia (Dec 1998), p.143-156.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Learning; Adult Students; Audiovisual Communications; Critical Thinking; Discussion (Teaching Technique); *Distance Education; Graduate Study; Higher Education; Interaction; *Journal Writing; Problem Solving; Student Evaluation; *Student Journals; Teaching Methods; Teleconferencing

IDENTIFIERS- Learning Environments; Video Teleconferencing

This paper examines the viability of journal writing as a distance education teaching technique designed to provide deeper understanding and mastery of curriculum content in graduate level education courses. In creating optimal learning experiences, four different types of journal writing can be utilized in various types of distance learning environments; however, the model demonstrated is used in two-way interactive video/audio conferencing. This instructional strategy serves as a basis for class discourse and student engagement in controversial debates and problem-solving activities. Enhancements dealing with content can be performed in both synchronous and asynchronous environments. The major sections of the paper cover the following topics: (1) meeting the challenge of the adult distance leaner; (2) a viable setting for implementing a new teaching technique; (3) a rationale for using journal writing in distance education courses; (4) journal writing as a distance education instructional strategy; (5) categories of journal writing techniques (i.e., student-to-instructor, student-to-student, small group interactive sharing, and student journal logs); and (6) assessment of student learning. (Contains 22 references.) (Author/MES)

ED 433 000 IR 019 724

Johnson, Addie M.

Materials; *Research Papers (Students); *Resource Materials; Student Research; *United States History; Videotape Recordings; World Wide Web
IDENTIFIERS- *Twentieth Century History; Web Sites

Geared to the needs of high school and undergraduate students, this guide presents 500 term paper ideas and print and nonprint sources on 20th-century U.S. history. Entries on 100 of the most important topics, issues, and developments in U.S. history, beginning with the Spanish-American War, are organized in chronological order. Each entry consists of a short description of the topic, followed by five specific suggestions for term papers about the topic, and an annotated bibliography of 15-35 sources appropriate for student research. The annotated bibliography is organized under seven possible categories: reference sources, general sources, specialized sources, biographical sources, periodical articles, audiovisual sources, and World Wide Web sources. An index is included. (AEF)

ED 433 019 IR 057 401

White, Marilyn Domas, Ed.
Analyzing Electronic Question/Answer Services: Framework and Evaluations of Selected Services.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Mediated Communication; Electronic Libraries; Evaluation Criteria; *Evaluation Methods; *Information Services; Information Sources; Information Systems; Systems Analysis; *World Wide Web
IDENTIFIERS- *Question Answering Systems; Web Sites

This report develops an analytical framework based on systems analysis for evaluating electronic question/answer or AskA services operated by a wide range of types of organizations, including libraries. Version 1.0 of this framework was applied in June 1999 to a selective sample of 11 electronic question/answer services, which cover a range of primary audiences, intended purposes, and sponsoring organizations. All are based in non-library organizations, except for the help desk of the American Memory Project at the Library of Congress. Data gathering consists primarily of World Wide Web site inspection, perusal of policy documents if publicly available, and personal contact via e-mail and/or interviews with service administrators. Contents include "Analyzing Electronic Question/Answer Services: Introduction and Analytical Framework" (Marilyn Domas White) and the following evaluative analyses: "American Memory Historical Collections Help Desk, American Memory Project, Library of Congress" (Eileen Hauser); "Ask-A-Geologist (U.S. Geological Survey, Menlo Park, CA)" (Janet Spikes); "Ask-a-Linguist" (Margaret F. Kondash); "Ask a NASA Scientist!" (Terea L. Aquino); "Ask Dr. Math" (Laura W. Speer); "Ask Dr. Universe" (Kristen Gramer); "Go Ask Alice!" (Vera Welsh); "KidsConnect" (Kathleen Feeney Chappell); "LawGuru.com BBS" (Bryan Fagan); "The Medical Edge's AnswerDoc" (Rich Whitaker); and "ScienceNet" (Jennifer R. Heiland). An appendix contains the original framework; the introductory chapter presents Version 1.1 of the evaluative framework as modified through these applications. (Author/AEF)

ED 433 020 IR 057 403

Colorado Technology Competency Guidelines for Classroom Teachers

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Data Collection; Evaluation Criteria; Evaluation Methods; Federal Programs; Higher Education; Interviews; *Library Surveys; National Surveys; Program Evaluation; Program Improvement; Questionnaires; Research Design

The Academic Libraries Survey (ALS) was established in 1966 to collect concise information on library resources, services, and expenditures for the entire population of academic libraries in the United States. The ALS is conducted every 2 years as a cooperative venture of the U.S. Department of Education and the Department of Commerce, Bureau of the Census. This report contains the results of an evaluation of coverage issues regarding the ALS. Its objectives are to determine the accuracy of coverage based upon the following five categories: (1) policy, i.e. survey organization, timeliness, and structure; (2) collecting library data, i.e. survey design/data elements; (3) universe of participants coverage; (4) field representation and quality of data collection, i.e. coordinator interviews; and (5) public versus private institution reporting. Suggestions are made to identify potential ways of improving the process of collecting academic library information. Appendices include the 1998 ALS and Consolidated Survey forms, code book for survey interview of library representatives, SAS program for data compilation of the survey interview of library representatives, and a list of unmatched academic library units. (AEF)

ED 433 039 IR 057 425

Innovative Use of Information Technology by Colleges.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Case Studies; Change; *Computer Uses in Education; Conferences; Educational Change; *Educational Development; Educational Technology; Higher Education; Information Technology; Innovation; Instructional Innovation; *Library Development; Program Development
IDENTIFIERS- Technology Integration

The Council on Library and Information Resources' (CLIR's) College Libraries Committee began its study of the innovative uses of technology on college campuses in the spring of 1998. A letter was sent to heads of libraries of colleges and mid-sized universities in the United States encouraging librarians who felt their institutions had used technology in a way that significantly enhanced teaching and learning and who were willing to host a study team for a site visit to apply to the project. Nine campuses were selected out of the 41 applicants and site visits were conducted between September 1998 and January 1999. A two-day conference in March 1999 focused on the environment that is most conducive to organizational change. Representatives from each of the nine case study sites were present to discuss which features of the programs they studied had been most successful. Sites included: (1) California Institute of Technology, Sherman Fairchild Library - A New High-Tech Library; (2) Carnegie Mellon University - A New Electronic Archives; (3) Indiana University/Purdue University at

New Paradigm: Articulation/Transfer. Arizona State University and the Maricopa Community Colleges.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Role; *College Transfer Students; Community Colleges; *Curriculum Development; Educational Change; Educational Planning; Educational Policy; Higher Education; *Intercollegiate Cooperation; Partnerships in Education; State Universities; *Transfer Policy
IDENTIFIERS- *Arizona State University; *Maricopa County Community College District AZ

This white paper defines a new process for articulation between Arizona State University (ASU) and the Maricopa County Community College District (MCCCD). Although the transfer rate of community college students to ASU is good, with a little over 32 percent of ASU upper division students having completed 48 or more credit hours at a community college, problems still exist. There is a recognition that the changes (or lack of changes), additions, and deletions made in the curriculum or degree requirements at the community colleges and at the university impact both institutions and, perhaps more importantly, the students served by both institutions. Therefore, the two institutions decided to assess the policy, procedures, and practices at both institutions that govern or influence articulation. This paper presents the mission overlap of ASU and MCCCD, and sets forth a policy that begins with the premise that the institutions will collaborate and cooperate and not compete with each other in ways that will negatively impact students. It examines the need to define procedures and practices in terms of communication and decision-making that is characterized by the following: faculty driven with administrative support, faculty-to-faculty participation, sufficient time for discussion, precise definitions, checks and balances, appeals, and accountability. The paper also asserts the need to define terms, and looks at addressing other areas of concern, research/data analysis, and dissemination and training. (VWC)

ED 433 058 JC 990 550

Germanna Community College Institutional Effectiveness Policy Statement. Adopted by the Executive Council, January 23, 1996.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; Educational Change; Educational Objectives; Educational Planning; *Educational Policy; *Institutional Evaluation; *Institutional Mission; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Germanna Community College VA

Although assessment has been an activity at Germanna Community College for some time, it has not been a vehicle for integrating efforts within the college to meet its mission. This policy statement was written in order to make assessment a year-round opportunity for all faculty and staff. The assessment process should begin with the establishment of goals

Schuetz, Pam
Shared Governance in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Administration; College Faculty; *Community Colleges; Educational Change; *Governance; *Governing Boards; *Government School Relationship; Partnerships in Education; *Policy Formation; Student School Relationship; Two Year Colleges
IDENTIFIERS- *ERIC Digests

This digest discusses shared governance in community colleges and identifies issues highlighted by recent shared governance experiences. Governance structure in public community colleges tends to have many variations at both the state and local level. Shared governance is a pattern of self-government in which decision-making is shared among constituencies affected by the decisions. In community colleges, the decision-making responsibility may be shared among governing boards, administrators and faculty, with participation by staff and students. Ideally, a shared governance structure accurately recognizes the needs of all constituencies and fosters partnership and vested interest in the successful policy outcomes. Several examples of shared governance models are cited to articulate the actual advantages and disadvantages. The examples suggest that shared governance can be successful in increasing participation in the decision process and interaction within the college community, but also may lead to challenges. Shared governance may: 1) promote turf wars between constituencies; 2) fragment budgets; 3) promote distrust and resistance to change; 4) be unsound in terms of legal accountability; and 5) be too slow. Successful shared governance requires a committed and focused effort from all participants and clearly described missions and goals. Contains 14 references. (RDG)

ED 433 078 PS 026 290

Zhang, Tiedao; Jing, Min
Promotion of Primary Education for Girls and Children in Disadvantaged Areas in Gansu Province, China.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Asia Literacy Regional Forum (Manila, Philippines, May 5-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Community Development; *Disadvantaged; Educational Attitudes; Educational Environment; *Elementary Education; *Equal Education; *Females; Foreign Countries; Pilot Projects; Program Effectiveness; Rural Schools; School Community Relationship; *Womens Education
IDENTIFIERS- China (Gansu Province); UNESCO

Universalizing primary education for girls and children in disadvantaged areas remains the most challenging task for developing countries in Asia and the Pacific. This evaluation children's areas of strength, and using those strengths as the basis for an individualized educational program. This curriculum resource guide provides enriching activities from the project in a wide variety of disciplines, including mechanics and construction, movement, and music. The guide begins with an overview of Project Spectrum, describes the project's conceptual framework, and discusses its application in the classroom. Eight chapters follow, each composed of guides to 15 to 20, activities including a combination of free-play and structured activities. The chapters cover: (1) mechanics and construction (Jie-Qi Chen); (2) science (Jie-Qi Chen); (3) music (Roger Dempsey); (4) movement (Julie Viens); (5) math (Winnifred O' Toole, Jie-Qui Chen, Miriam Raider-Roth); (6) social understanding (Winnifred O'Toole, Jie-Qi Chen); (7) language (Julie Viens); and (8) visual arts (Roger Dempsey). The format for the activity guides includes a brief introduction to the domain and key abilities crucial to success, activity objective, core components, needed materials, and step-by-step procedures. Activities are divided into four venues: child-directed small-group, teacher-directed small-group, child-directed large-group, and teacher-directed large-group. Each activity description includes take-home activities. (KB)

ED 433 095 PS 027 734

Krechevsky, Mara
Project Spectrum: Preschool Assessment Handbook. Project Zero Frameworks for Early Childhood Education, Volume 3.
PUB DATE- 98
NOTE- 248p.; For Volume 2 and Volume 3, see PS 027 732-733.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Cognitive Style; *Evaluation Methods; Multiple Intelligences; Portfolio Assessment; Preschool Education; Profiles; *Student Evaluation; Young Children
IDENTIFIERS- Feldman (David Henry); Gardner (Howard); Nonuniversal Theory; *Project Spectrum; Scaffolding

Project Spectrum is a collaborative research and development project offering an alternative approach to assessment and curriculum development for preschool and early primary education. The project, based on Howard Gardner's multiple intelligences theory and David Henry Feldman's nonuniversal development theory, emphasizes closely observing children, identifying children's intellectual strengths, and using those strengths as the basis for an individualized educational program. This handbook provides a comprehensive description of the Spectrum preschool assessment battery. The handbook has chapters on each of seven knowledge domains (movement, language, mathematics, science, social, visual arts, music) and a chapter on working styles, describing a child's approach to a particular task. Assessment criteria are based on work with 4-year-olds, but can be modified for 3- to 6-year-olds. Each domain chapter describes the domain, how development proceeds in young children, the range of abilities exhibited by preschoolers, and typical preschool classroom activities and assessments. Each also describes the development of assessment activities and the types of skills characterizing unusual competence in that area. Activity descriptions include information on materials and set-up, procedure and script,

(9) creative development; (10) dramatic play; (11) setting up a positive learning environment; (12) dealing with behavior in groups; (13) curriculum development; and (14) working with parents. Within each chapter, activities are organized in chronological order and contain the following information: (1) necessary materials; (2) activity description; (3) questions for observing the child's behavior during the activity; (4) additional ideas related to the activity; and (5) emerging skills related to the activity. The book's appendix focuses on developing training workshops for teachers and caregivers, and includes a sample workshop outline. (KB)

ED 433 112 PS 027 808

Gould, Patti; Sullivan, Joyce
The Inclusive Early Childhood Classroom: Easy Ways To Adapt Learning Centers for All Children.
PUB DATE- 99
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Class Activities; Communication Aids (for Disabled); Curriculum Development; *Disabilities; Early Childhood Education; *Inclusive Schools; Instructional Materials; Learning Activities; Mainstreaming; *Media Adaptation; *Special Needs Students; Young Children

Although the inclusion model is widely accepted as the best way to educate young children with special needs, many teachers and childcare providers have little training in working with children with special needs and are not familiar with how to integrate children with disabilities into the classroom. This book is a resource manual on how to adapt regular curriculum activities for children with special needs. The book is organized according to type of activity, with chapters devoted to circle time, art centers, sand and water center, block center, dramatic play, snack time, transitions, fine motor centers, and gross motor center. Each chapter is divided into six disability categories that are based partly on medical diagnoses and partly on how each disability affects the child's ability to learn and function. The categories are: (1) mental handicaps and developmental delays; (2) orthopedic impairments; (3) ADHD and behavioral issues; (4) pervasive developmental disorder or autism; (5) motor planning problems; and (6) visual impairments. Included are checklists to assist teachers and caregivers in determining which disability grouping best corresponds to a particular child. The book's appendix describes the sensory needs of children, positioning guidelines, and augmentative communication, contains directions for making simple adaptations, and lists commercially available materials. Contains 76 references. (KB)

ED 433 113 PS 027 809

Zehnder-Merrell, Jane; Corey, Michele
Kids Count in Michigan 1999 Data Book: County Profiles of Child and Family Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 441p.; For 1997-98 Data Book, see ED 418 792.
LANGUAGE- English

Education; Foreign Countries; Information Technology; *Instructional Materials; Material Development; *Staff Development; Teaching Methods; *Vocational Education
IDENTIFIERS- Germany

Knowledge and skills related to environmental protection are in high demand for any workforce that is both aware of and competent in its actions. Continuous optimization and reform of production structures are essential procedures for ecology-geared corporate processes; therefore, corresponding training for all members of the workforce, from skilled workers to management, is a key factor in making this continuous improvement process possible. In many cases there is a lack of teaching and training materials directly related to business operations. Therefore, teachers and trainers frequently face the problem of how to integrate the issue of environmental protection in the instruction they provide in college or the workplace. As a response to this problem, an interdisciplinary concept for environmental education was developed in the former East Germany to support teachers and trainers in their efforts to integrate sound environmental practices into initial vocational training in a systematic and practical manner. The concept was implemented in the form of manuals on environmental education relating to the following: industrial metalworking occupations, sanitation, heating and air conditioning engineering occupations, construction occupations, motor vehicle occupations, and chemicals occupations. The manuals can be adapted for use by various companies and used for online training. (KC)

ED 432 660 CE 078 958

Lifelong Learning and Training: A Bridge to the Future. International Congress on Technical and Vocational Education (2nd, Seoul, South Korea, April 26-30, 1999). Main Working Document.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Delivery Systems; Educational Innovation; Educational Needs; Educational Policy; *Educational Trends; Foreign Countries; *Futures (of Society); Government Role; International Cooperation; Job Training; *Lifelong Learning; Postsecondary Education; Public Policy; Secondary Education; *Technical Education; *Vocational Education

This document expands on the six themes of the Second International Congress on Technical and Vocational Education, providing a background for the expected discussions in a series of 40 viewpoints for delegates to discuss. The document is synthesized from a series of essays under the themes written by experts drawn from technical and vocational education institutions, governments, universities, and the world of work. The themes are as follows: (1) challenges to technical and vocational education--the changing demands of the 21st century; (2) improving systems providing education and training throughout life; (3) innovating the education and training process; (4) technical and vocational education for all; (5) changing roles of government and other stakeholders; and (6) enhancing international cooperation in technical and vocational education. (KC)

ED 432 661 CE 078 961

Learning Activities; Lesson Plans; *Photographic Equipment; *Photography; Postsecondary Education; *Printing; Secondary Education; Teaching Methods; Technical Education; Test Items; Units of Study; Vocational Education
IDENTIFIERS- Platemaking (Graphic Arts); Process Cameras

This publication contains both a teacher edition and a student edition of materials for a course in graphic arts that covers the process camera, stripping, and platemaking. The course introduces basic concepts and skills necessary for entry-level employment in a graphic communication occupation. The contents of the materials are tied to measurable and observable learning outcomes identified and validated by an industry advisory committee. The teacher edition consists of introductory pages, teacher pages, and the student edition. The introductory pages include the following: information on using the publication; a training and competency profile; a "PrintED" competencies crosswalk that lists the competencies covered in the publication and where they are located by unit number and objective; an instructional and task analysis; a reference for basic skills icons and classifications; a basic skills matrix; and a tools, equipment, and materials list. The teacher pages include suggested activities, answers to assignment sheets, a written test with answers, a learning activities sheet, teacher supplements, and transparency masters. The student edition consists of eight units, each of which typically contains an objective sheet, an information sheet, student supplements, assignment sheets, and job sheets. Unit topics are the following: (1) the process camera and darkroom equipment; (2) line photography; (3) halftone photography; (4) other darkroom techniques; (5) overview of process color photography; (6) stripping procedures; (7) platemaking procedures; and (8) digital impact on prepress activities. (KC)

ED 432 678 CE 079 029

Kaltwasser, Stan; Flowers, Gary; Blasingame, Don; Batson, Larry; Ipock, Dan; Carroll, Charles; Friesen, Wade; Fleming, Glenn
Basic Wiring. Third Edition. Teacher Edition and Student Edition.
PUB DATE- 99
NOTE- 1261p.
LANGUAGE- English
EDRS Price- MF10 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Course Content; Electric Circuits; Electrical Occupations; Electrical Systems; *Electricians; *Electricity; Entry Workers; *Job Skills; Job Training; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Teaching Methods; Technical Education; Test Items; Units of Study; Vocational Education
IDENTIFIERS- *Electrical Wiring

This publication contains both a teacher edition and a student edition of materials for a foundation course in an electrical wiring program. The course introduces basic concepts and skills that are prerequisites to residential wiring and commercial and industrial wiring courses. The contents of the materials are tied to measurable and observable learning outcomes identified and validated by an industry advisory committee. The teacher edition consists of introductory pages, teacher pages, and the student edition. The introductory pages include the following: information on using the publication; a training and competency

DESCRIPTORS- *Academic Standards; Accountability; *Accreditation (Institutions); Administrator Attitudes; Admission Criteria; Admission (School); Career Education; Counseling Services; Distance Education; Eligibility; Employer Attitudes; Employment Services; Graduate Surveys; Job Placement; Loan Repayment; *National Standards; National Surveys; Postsecondary Education; Questionnaires; Required Courses; Student Attitudes; Student Evaluation; Student Loan Programs; Student Recruitment; Student Surveys; Tables (Data); Technical Education; *Technical Institutes; *Technology Education; *Vocational Education

IDENTIFIERS- Employer Surveys

The standards established by the Accrediting Commission of Career Schools and Colleges of Technology were examined through mail surveys of samples of current students, graduates, and employers. In addition, administrators of all accredited schools and colleges and the corporate offices of schools that have such offices were asked to rate sections of the 12 standards in the 4 qualities specified in the federal regulation governing approval of accreditation agencies. The response rates obtained were as follows (usable responses/questionnaires sent, response rate): administrators (221/800, 27.6%); current students (386/1,508, 25.6%); graduates (188/1,559, 16.7%); and employers (250/1,559, 18.8%). Sixty percent of the 780 mean ratings received for the 195 specific requirements were 6.00 (on a 7-point scale) or higher, indicating that virtually all the administrators rated them with a 6 or 7. Only 4% were rated below 5, and none were rated below 4 (defined midpoint of the scale). The standards appeared to be producing their intended conditions and outcomes. To questions about the condition of buildings and classrooms, quality of instruction, and accuracy of information received before enrollment, at least three-quarters of current students and usually well over half of graduates and employers gave positive responses. (Fifty-two tables are included. Appended are technical notes that include the study methodology and questionnaires.) (MN)

ED 432 695 CE 079 057

Davidson, Bo; Svedin, Per-Olof

Larande I Produktionssytem. En studie av operatorsarbete i hogautomatiserad process--och verkstadsindustri = Learning in Production Systems. A Study of Operator Work in Highly Automated Process and Manufacturing Industry. Linkoping Studies in Education and Psychology, No. 63.

PUB DATE- 99

NOTE- 469p.

LANGUAGE- Swedish

EDRS Price- MF01/PC19 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Learning; Automation; Case Studies; Competence; *Education Work Relationship; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Qualifications; Foreign Countries; *Industrial Training; Learning Processes; Learning Theories; Manufacturing Industry; *On the Job Training; Organizational Climate; Role of Education; *Training Methods; Unions; *Vocational Education; Work Environment

IDENTIFIERS- *Sweden

This study of the conditions of developmental on-the-job training and learning for operators in highly automated industries is written in Swedish but contains an English abstract and 18-page summary. The summary begins with the study objectives, which anxiety, students grade goals, parent grade goals, and grade point average, as well as the criterion variable exam achievement, were measured for 168 college students. Using structural equation modeling, a best-fit model of college student motivation to achieve was determined. The model suggests that college students' self-regulation behaviors, intrinsic value for learning, and lack of test anxiety yield a level of self-efficacy for course achievement that combines with grade point average and parents' grade goals to influence student grade goals. The combination of student grade goals, grade point average, and lack of test anxiety then demonstrate the strongest connection to achievement. (Contains one table, one figure, and 12 references.) (Author/MKA)

ED 432 713 CG 029 431

Bezanson, Lynne; O'Reilly, Elaine
Choosing Employment Interventions: A Guide for the Discriminating Palate.
PUB DATE- 98
NOTE- 159p.; "In collaboration with Dorothy I. Riddle."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; *Career Counseling; Decision Making; Employment Counselors; *Employment Services; Evaluation; Foreign Countries; *Intervention; Job Skills; Models; Worksheets
IDENTIFIERS- Canada

This workbook is designed for community partners working collaboratively to organize and deliver comprehensive employment services and draw on the best and most effective interventions that are available to help clients learn to manage their work life and work futures successfully. It focuses on building abundance by choosing and helping others choose interventions that build excellent employment services. This workbook can be used in a variety of ways, such as a first step tool in organizing a continuum of employment services; a planning process for employment service partners to identify and contribute best practices; a professional development tool for one or more partners to use proactively to plan training and future services; or in creative applications yet to be discovered which allow community partners to work better together on behalf of clients. It is organized into two parts. Part 1, "Matching Client Needs with Appropriate Interventions," discusses the organizing framework of employment service delivering; researching client needs; scanning employment services; evaluating interventions; matching for agency capacity; and dimensions of the framework in action--quality, clarity, diversity, and excellence. Part 1 provides 26 worksheets to be utilized with the interventions. Part 2, "Inventory of ToolKit Resources/Interventions," examines the context of the interventions; delivery to clients; working collaboratively; and building service quality. It includes four sample worksheets. (MKA)

ED 432 714 CG 029 433

Bezanson, Lynne; Hopkins, Sareena
Building Better Career Futures: Backgrounder.
PUB DATE- 98
NOTE- 147p.; For other course components, see CG 029 434-435.

NOTE- 41p.; M.A. Educational Technology and Bible Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; *Computer Software; Instructional Effectiveness; *Learning Disabilities; Middle Schools; *Phonics; *Reading Difficulties; *Reading Instruction; Reading Research; Special Education
IDENTIFIERS- Orton Gillingham Tutorial Program; *Phonemic Awareness

A study examined the effects of commercially produced phonics software upon the phonemic awareness of students studying reading with the Herman Method for teaching reading. Participants were 13 middle school students in a self-contained or comprehensive developmental special education classroom. The control group of six students did not use the software, while the treatment group of seven students did. Pretests and posttests were given to each student. Every student received 25 minutes of reading instruction along with 25 minutes of handwriting instruction every day. Every student also received 25 minutes of computer time each day, with the treatment group using the interactive software program "Curious George Learns Phonics" three times a week. All of the students benefited from receiving instruction in the Herman Method, as shown by an increase in scores on each of the subtests. The treatment group did not show a significant difference from the control group when statistical comparisons were made. All students, however, should have access to commercially produced phonics software within the classroom; students who used the software appeared to have less difficulty with rhyming words than those students who did not use the software. (Contains 6 tables of data and 19 references. Appendixes contain software requirements and charts of mean scores.) (NKA)

ED 432 735 CS 013 655

Claussen, Jean; Ford, Linda; Mosley, Elizabeth
Improving Student Reading Achievement through the Use of Reading Strategies.
PUB DATE- 99
NOTE- 88p.; Master's Action Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Instructional Effectiveness; Low Income; Primary Education; *Reading Achievement; Reading Attitudes; *Reading Improvement; *Reading Strategies; *Reading Writing Relationship; Student Attitudes
IDENTIFIERS- Phonemic Awareness; Phonological Awareness

This report describes a program to improve student reading achievement of the targeted first, second, and third grade classes in two west central Illinois schools. More than half of each schools' population was identified as low-income. Evidence for the existence of reading problems included student surveys, oral reading rubrics, phonemic awareness and decoding inventories, and writing rubrics. Analysis of probable cause data revealed that students lacked an ability to use these reading strategies: prior knowledge, reading practice, decoding skills, and connections between reading and writing. After reviewing professional literature and evaluating the targeted students, a decision was made to select three interventions: designing learning activities that increase reading practice,

PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; *Computer Mediated Communication; *Computer Uses in Education; Cultural Influences; Higher Education; Self Evaluation (Groups); *Writing (Composition); *Writing Instruction

A writing instructor has grappled with how both to integrate and to complicate critical perspectives on technology in the writing classroom. In collaboration with another instructor, a computer classroom pedagogy was constructed emphasizing imperatives of cultural studies practice as outlined by James Berlin. The pedagogy is similar to Berlin's emphasis in its relationship to media and technological issues addressing both public and private space. The instructors assign the class to read and review a map concerning world-wide web connection regulations and to be prepared to discuss the map in relationship to cultural issues. These discussions prompted a student complaint that "technology did complicate our lives and that it was making us all lazy thinkers." The class focused intently on how technologies relate to cultural issues. Instructors realized that a personal engagement with the students was necessary in order to draw out their experiences with technology. Critiquing teachers' and students' narratives and metaphors of technology is a beginning point in a fluid, non-neutral process of engaging students in an effort to deconstruct oppressive power relations. Multiple mappings, shifting meanings, institutional pressures and ever-present risks are all parts of the electronic writing classroom. Contains 23 references. (SC)

ED 432 757 CS 216 792

Allen, Louise; Reynolds, Katherine
Tenacious Southern Progressives: Confounding Mencken's Myth of Mediocrity.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Educational History; *Intellectual Experience; *Intellectual History; *Museums; Regional Characteristics; *Women Administrators
IDENTIFIERS- Black Mountain College NC; Educational Leadership; Progressive Era; *United States (South); United States (South)

After H.L. Mencken in a 1920 essay labeled the American South "the Sahara of the Bozart," the journalist Gerald Johnson debated with him the merits of southern intellectual life primarily as indicated in southern literature. There were noteworthy southern artists, journalists, social anthropologists, and educators, ranging from the scholars surrounding noted sociologist Howard Odum at the University of North Carolina to the "fugitive" writers in and around of learning. It focuses on the reading and writing of non-fiction text. Outlining four basic insights into the nature of the learning process, the paper discusses learning as a process of interaction between what is known and what is to be learned. It describes learning as a social process, as a situated process, and as a metacognitive process. It considers four principles for teaching, the development of a model for teaching and application of that model, and a way to support students throughout the learning process without continual attention from the teacher. There are great potential benefits in the application of these principles in the teaching of literacy. (Contains 17 references.) (SC)

ED 432 778 CS 216 825

Medwell, Jane; Wray, David; Poulson, Louise; Fox, Richard
Effective Teachers of Literacy.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Foreign Countries; *Literacy; Professional Development; *Reading Writing Relationship; Student Needs; *Teacher Attitudes; Teacher Education; *Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Teaching Research

A study was commissioned to help the Teacher Training Agency and teachers in England to understand more clearly how effective teachers help children to become literate. Research aims were to: identify the key factors of what effective teachers know, understand, and do that enables them to put effective literacy teaching into practice; identify the strategies that would enable those factors to be more widely applied; examine aspects of continuing professional development that contribute to the development of effective teachers of literacy; and examine what aspects of their initial teacher training and induction contribute to developing expertise in novice teachers of literacy. A questionnaire surveyed the qualifications, experience, reported beliefs, practices and preferences in the teaching of literacy of a group of 228 teachers identified as effective literacy teachers. Observations of literacy lessons and interviews were conducted with 26 of these teachers, and a "quiz" tested teachers' literacy knowledge. Findings suggest that effective teachers of literacy: believe it is important to make it explicit that the purpose of teaching literacy is enabling their pupils to create meaning using text; centered their teaching around "shared texts"; teach aspects of reading/writing such as decoding and spelling in a systematic, structured way; emphasize to their pupils the functions of what they were learning in literacy; have developed strong and coherent personal philosophies about the teaching of literacy; have well-developed systems for monitoring children's progress and needs in literacy; and have had considerable experience of in-service activities in literacy. (Contains extensive data tables and 25 references.) (NKA)

ED 432 779 CS 216 826

Kumpulainen, Kristiina; Wray, David
Analysing Interactions during Collaborative Writing with the Computer: An Innovative Methodology.
PUB DATE- 99

three factors is provided. For the study, a closed-ended questionnaire was administered in 1997 to 930 teachers employed in schools located in northern Israel. Respondents were asked to refer to their current school principal when answering the survey. The findings show that teachers' perceptions of occupational prestige, self-esteem, autonomy at work, and professional self-development contribute the most to job satisfaction. This variable served as a mediating variable between principals' leadership style and teachers' satisfaction. Principals' decision-making style was found not to affect teacher satisfaction significantly, though teachers preferred to work with a principal who exhibited a transformational type of behavior rather than a transactional one. The more teachers perceived their teaching job as a profession and central to their lives, the more they were satisfied with it. (Contains 40 references, 3 tables, and 2 figures.) (RJM)

ED 432 801 EA 029 943

Chandler, Louis
Values and Their Expression in Educational Practices.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conflict; *Educational Practices; Educational Principles; Elementary Secondary Education; Politics of Education; *Progressive Education; Traditionalism; *Values
IDENTIFIERS- Progressivism

This paper examines factors that have influenced education in the United States. It focuses on the crisis of confidence as American schools struggle between two competing "philosophies" of education: the traditional and the progressive. The paper outlines the tension created by youthful rebelliousness and the conservatism of elders and how the counterculture of the 1960s foisted an unrelenting attack on established authority. The ensuing struggle between traditional and progressive approaches saw the ascension of progressive ideas--ideas that have generated controversy and weakened the social consensus necessary for effective schools. As a result, current educational practices may be seen as coalescing into two groups, depending on the approach taken for various dimensions of schooling. Traditional education has become associated with concepts like subject-centered teaching, standards, examinations, structure, order, work discipline, memorization, mastery of subject content, order, and accountability. Notions that have attached themselves to progressive education include child-centered instruction, emotions, activity, relevance, discovery, critical thinking, growth, and creativity. The paper concludes that no matter what pedagogical reasons might be given to justify a given educational practice, there remain psychological and social implications that ultimately speak to the social values underlying traditional and progressive practices. (Includes a table that lists 10 sets of values and their expressions in educational practices.) (Author/RJM)

ED 432 802 EA 029 944

Hassel, Bryan C.
The Charter School Challenge: Avoiding the Pitfalls, Fulfilling the Promise.

conversion community schools in the state. The plan is guided by the following questions: (1) What are the core reasons for starting a community school? (2) What do community schools look like? (3) What are the processes and dynamics of community schools? (4) What is the process for becoming a community school? (5) What is the financial status of Ohio's community schools? (6) What effects do community schools have on academic achievement? (7) How satisfied are students, parents, and teachers with their community school? (8) How do community schools gauge and assess their performance? (9) What are some of the possible effects that community schools have on public schools? (10) What impact do planning and start-up funds have on the success or failure of community schools? and (11) Under what conditions should the General Assembly support community schools after 2003? The report outlines the study methods, the plan of action, and the team tasks and annual reports to be generated over the 5 years of the study project. Six appendices contain data elements to be collected, study questions, and other information. (RJM)

ED 432 821 EA 029 971

Collaborative High Schools.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; Educational Assessment; *Educational Cooperation; Educational Planning; High Schools; Resistance to Change; *Shared Resources and Services; *State School District Relationship
IDENTIFIERS- Ohio

This paper discusses the formation of collaborative high schools in Ohio and presents several incentives that the state's General Assembly might offer to encourage the formation of these schools. A collaborative high school is a high school shared and operated by two or more city, local, or exempted village-school districts. The report explores why some districts have been attracted to the collaborative high school option and why none have moved beyond preliminary discussions. The following questions guided this report: What is the history of inter-district collaboration in Ohio? How would a collaborative high school be structured, governed, and funded? What are the perceived advantages and disadvantages of forming a collaborative high school? and What strategies or incentives might encourage the development of collaborative high schools? Some inducements that might foster more collaborative schools include increased state support for collaborative facilities; the prioritization of Ohio School Facilities Commission funding for collaborative facilities; a competitive grant for districts that form a collaborative high school; increased basic aid for districts establishing a collaborative high school; and increased awareness of the collaborative high school option. Schools that received money to expand or replace facilities were less inclined to join in collaborative ventures. (Contains 11 references.) (RJM)

ED 432 822 EA 029 972

Schmoker, Mike
Results: The Key to Continuous School Improvement. 2nd Edition.
PUB DATE- 99
NOTE- 149p.; For First Edition, see ED 395 368.

possible future provision are critically discussed. The paper concludes by making some general recommendations concerning local-government finance for schooling. (Contains 21 references and a list of those interviewed for the study.) (RJM)

ED 432 841 EA 029 997

Karlsson, Jenny; Pampallis, John; Sithole, Sibusiso
Restructuring Educational Governance at Sub-National Levels in South Africa. EPU Research Paper.
PUB DATE- 96
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; *Government Role; *Government School Relationship; *Local Government; School Restructuring
IDENTIFIERS- *South Africa

This report covers two interrelated research projects, both dealing with questions of decentralization in the governance of education in South Africa. The first subproject examines the restructuring of educational governance at the level of provincial departments. Research at the institutional level forms part of the other subproject, which investigates governance in the well-endowed, formerly all-white schools now known as Model C schools. Data for the study were obtained from various sources, including a survey of international theoretical literature and policy statements in South Africa, and interviews with representative of major stakeholders, role players, and representatives of the different constituencies in Model C schools. The findings show that elements of both centralization and decentralization will be present in South Africa's new education system. Although the results suggest that greater school autonomy can lead to more innovative teaching, this is not an inevitable result. To distribute resources and governance in an equitable manner, a level of governance between the provincial and school levels is necessary. This would improve communication and contact between the province and the schools and among the schools themselves. The report concludes by stressing the importance of transitional mechanisms as school governance moves toward greater democratic participation. (Contains 55 references.) (RJM)

ED 432 842 EC 307 325

Maurer, Lisa T.
Talking Sex! Practical Approaches and Strategies for Working with People Who Have Developmental Disabilities When the Topic Is Sex.
PUB DATE- 99
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adults; *Family Life Education; Learning Activities; *Learning Strategies; *Mental Retardation; *Sex Education; *Sexuality; Teacher Education; Teaching Methods

This guidebook provides information, activities, and overheads to help educators better understand approaches and strategies toward making sexuality education more accessible to persons

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Blacks; *Clinical Diagnosis; *Delinquency; Demography; Disability Identification; Elementary Secondary Education; *Emotional Disturbances; Ethnic Groups; Hispanic Americans; *Juvenile Justice; Mental Disorders; *Minority Groups; Referral; Services
IDENTIFIERS- African Americans

This study examined the demographic, service use, and juvenile justice history associated with clinical variables in a juvenile justice population. Records of 3,283 youth (ages 10 to 18) admitted to a juvenile corrections facility in a six-month period were reviewed. Of this group, 244 (8 percent) had been referred for mental health evaluation. Both African-Americans and Caucasians were referred for mental health evaluation at a substantially higher rate than Latino youth and being a minority was associated with receiving a diagnosis of conduct disorder. The report notes the relatively low rate of referral in a population with an estimated prevalence of emotional disturbance of 14-22 percent. (DB)

ED 432 860 EC 307 347

Selby, Peter M.; Trupin, Eric W.; McCauley, Elizabeth; Vander Stoep, Ann
The Prime Time Project: Preliminary Review of the First Year of a Community-Based Intervention for Youth in the Juvenile Justice System.
PUB DATE- 98
NOTE- 7p.; In: Chapter 7, "Child Welfare and Juvenile Justice," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; *Community Programs; Cultural Context; *Delinquency; Demography; *Emotional Disturbances; Family Characteristics; Family Environment; *Intervention; *Juvenile Justice; Models; Outcomes of Treatment; Program Effectiveness; Secondary Education; Social Influences; Violence

This paper describes first-year activities of the Prime Time Project, a community-based intervention with adolescents who have a history of both severe emotional disturbance and involvement in the juvenile justice system because of repeated or violent offenses. The intervention aims to decrease criminal behavior, increase prosocial behavior, and stabilize psychiatric symptoms. The project's causal model focuses on three areas of risk: attachment and the nature of the parent-child relationship during early childhood; the nature of parenting skills and strategies to which the child is exposed; and the child's ecological and community context. The model links background risk factors, more proximal antecedent risk factors, the intervention itself, and target outcomes. Emphasis is on skill building and behavior change in the youth's natural environment. Demographic and functional assessment data were gathered on 24 youth in the project and comparison youth. Analysis focused on diagnoses and history of treatment, intellectual functioning and academic achievement, overall functioning, school attendance, family involvement, admissions to juvenile detention, and new charges. This preliminary analysis suggests that the Prime Time model may be effective in

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Clinical Diagnosis; *Early Intervention; Elementary Secondary Education; *Etiology; Foreign Countries; *Learning Disabilities; *Perceptual Impairments; Preschool Education; Remedial Instruction; Self Esteem; Student Characteristics; *Symptoms (Individual Disorders)
IDENTIFIERS- *Dyspraxia; United Kingdom

This manual is designed to provide parents, teachers, and health professionals with information on dyspraxia to enable diagnosis and treatment, and offers an intervention program to improve the cognitive functioning of students with dyspraxia. Dyspraxia is defined as a marked impairment in the development of motor coordination that may result in impaired articulation, difficulties with dressing and feeding, limited concentration, inability to follow instructions, heightened sensitivity to sensory information, poor figure-ground awareness, and an inability to record anything on paper. Chapters address: (1) the neurological basis of dyspraxia and the significance of diet; (2) the symptoms of dyspraxia; (3) strategies for identification, diagnosis, and assessment; (4) research evidence relating to dyspraxia; (5) programs of intervention for the early years; (6) intervention with students from first-grade to tenth-grade; (7) adults with dyspraxia; (8) strategies to improve curricular attainments; (9) remediation activities to develop perceptual and motor skills; and (10) programs to develop self-esteem. Appendices include record sheets and prepared intervention materials, a list of external British agencies providing additional information and support for families, and a list of relevant equipment and the names and addresses of suppliers in the United States and the United Kingdom. (Contains 95 references.) (CR)

ED 432 879 EF 005 129

Stine, Sharon
Designing Landscapes for Learning: Transforming School Grounds into "Special Places."
PUB DATE- 97
NOTE- 7p.; In: Wagner, Cheryl, Ed. 1997 Annual Meeting Proceedings. American Society of Landscape Architects, 1997. p95-100. Photographs will not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Cultural Context; Elementary Education; Elementary Schools; *Foreign Countries; *Playgrounds; Preschool Education; Social Environment
IDENTIFIERS- England; Japan; Landscape Architecture; *Playground Design

Research on playground design in Japan and England offers challenges to the logic behind how playgrounds in the United States are designed. This paper presents observations of outdoor environments for children and youth in Japan and England where the space is not only useful and safe but also contributes to learning and play that reflects the regional and cultural elements of the surrounding community. It describes the educational, aesthetic, and environmental values embodied in these playgrounds and discusses the implications for schoolground design in the United States. Observations from both

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; Public Schools; Questionnaires; Surveys

IDENTIFIERS- Caribbean; *Emergency Shelters; *Saint Kitts and Nevis

Educational facilities in the Caribbean often serve roles as shelters during natural hazards, but they often sustain as much damage as other buildings. This study investigated the physical vulnerability of schools located on St. Kitts and Nevis to wind forces, torrential rain, and seismic forces in order to provide relevant local agencies with some of the input required for selection of properties for Caribbean Development Bank funding. Information tables list each school, its description and vulnerable areas, and its vulnerability ratings for wind, torrential rains, and seismic forces. Additional tables list each school followed by recommendations for improvements in order to upgrade the structure against natural hazards. Also included are damage and repair reports from two 1995 hurricanes on school buildings. A sample of the survey instrument concludes the report. (Contains nine references.) (GR)

ED 432 900 EF 005 583

National Plan To Reduce the Vulnerability of School Buildings to Natural Disasters: Antigua and Barbuda.

PUB DATE- 98

NOTE- 33p.; Assistance in document preparation also provided by the Governments of Antigua and Barbuda and the European Community Humanitarian Office.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Design Requirements; Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; Public Schools; Questionnaires; Surveys

IDENTIFIERS- *Antigua and Barbuda; Caribbean; *Emergency Shelters; Retrofitting

This document outlines the existing conditions of school buildings and their vulnerability to natural hazards on the islands of Antigua and Barbuda, and makes recommendations on how to better protect them from these hazards. Profiles of the schools are detailed and the roles and responsibilities of the various organizations concerning construction, reconstruction, retrofitting, and damage repair are highlighted. Also included is an assessment of the types and prevalence of specific natural hazards that can affect the islands and the vulnerability of each school to these hazards. The existing policies pertaining to school buildings and shelters are addressed along with traditional building practice, site selection and specifications, design criteria, maintenance, and community involvement. Final comments explore: (1) the processes in school infrastructure including design, construction, retrofitting, and repair; (2) the organizations

ED 432 921 FL 025 937

Mughazy, Mustafa A.
Pragmatics of the Evil Eye in Egyptian Arabic.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arabic; *Beliefs; *Cultural Traits; English (Second Language); Language Teachers; Language Variation; Pragmatics; *Regional Dialects; Sociocultural Patterns
IDENTIFIERS- *Arabic (Egyptian); Nonverbal Behavior; *Superstition

A study examined the different strategies used by speakers of Egyptian Arabic to ward off the potential effects of the evil eye, specifically the responding strategies to compliments perceived as invocations of evil as it relates to the gender of the recipient of the compliment and the social context in which the compliment takes place. Social context was defined as the social distance between interlocutors, small or large. Subjects were 40 (25 males, 15 females) Egyptian teachers of English-as-a-Second Language attending a teacher training program in the United States, only one of whom claimed not to believe in the evil eye. An open-ended discourse-completion interview; including 12 situations, was conducted with each subject in colloquial Egyptian Arabic in his or her own residence. The resulting 480 compliment responses obtained were analyzed for strategy type. The most common was complaining about the object of the compliment. Other frequently-used strategies included complimenting the speaker, evasion, and humor. The relationship of gender and social distance in the use of each of these strategies, and the apparent intent of the strategies, were analyzed. A list of formula phrases related to beliefs about the evil eye and the 12 test situations are appended. (Contains 22 references and 2 figures.) (MSE)

ED 432 922 FL 025 939

Berube, Barney
Language Minority Student Demographics in Maine Schools, 1997-98.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Policy; Demography; Elementary Secondary Education; *English (Second Language); *Enrollment Rate; Federal Programs; *Language Minorities; Languages; *Limited English Speaking; Private Schools; *Public Schools; School Districts; Scores; Screening Tests; Standardized Tests; State Surveys; Student Characteristics; Student Personnel Services; Tables (Data); Teacher Qualifications; Uncommonly Taught Languages
IDENTIFIERS- *Maine

The report provides both statewide and school district summative data concerning language minority (LM) student demographics in Maine. Statewide data include a demographic overview, annual LM enrollments, high-concentration LM areas, distribution of minority languages, by language or language group, number of Maine public schools enrolling limited-English-proficient (LEP) youth, native languages spoken, methods used to identify LEP students, personnel support for LEP students, and LM support; the Life As A Doctoral Student Survey measuring changes within life domains; and the Negative Affects Balance Subscale measuring stress. Taken together, the life domains accounted for 36 percent of the variance in stress, while matching types/sources of social support with particular life domains explained 16-19 percent of the variance in stress. Matching spousal aid support with both the role change and home achievement domains decreased stress, while matching friends' affect support with the work/school achievement domain increased stress. As a result of this study, a revised model was created to better reflect women's doctoral training experience. (Contains 36 references.) (DB)

ED 432 942 HE 032 250

IHL System Profile: A Report from the Board of Trustees of State Institutions of Higher Learning.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; College Faculty; Degrees (Academic); *Enrollment Rate; Financial Support; Graduation; Higher Education; Salaries; *State Aid; *State Colleges; *State Universities; Statistical Data; Student Characteristics; *Student Financial Aid; Tables (Data); Trend Analysis; Tuition
IDENTIFIERS- *Mississippi

This report presents tables, graphs, and maps detailing the status of Mississippi state institutions of higher education as of January 1999. A "Profile" section offers summary tables which cover: funding history; Mississippi compared with other Southern states on average appropriation per full-time equivalent student and average full-time faculty salaries; faculty salary comparison at regional and urban institutions; faculty salary comparison at comprehensive institutions; percentage of total operating budget funded by either state appropriations or self-generated sources; yearly tuition and required fees (1998-99); resident undergraduate tuition and required fees; and nonresident undergraduate tuition and required fees. The second section provides tables concerned with enrollment, graduation rates, and degrees. Tables present such data as total headcount enrollment by level, race, county, race and gender, residence, and first-time transfer students from public community colleges; undergraduate headcount enrollment for students age 25 and over; total degrees conferred by race; and graduation rates for entering freshmen. The third section presents appropriations figures for fiscal year 1998 and is followed by a section on the budget request for fiscal year 2000. The final section presents tables on student financial aid including trends in aid and specific awards. (DB)

ED 432 943 HE 032 251

Hembra, Richard L.
Intercollegiate Athletics: Comparison of Selected Characteristics of Men's and Women's Programs.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

Literature," Amy Ling reviews the growing but limited impact of Asian-American literature on English departments. In "Caribbean Literature," Barbara J. Webb notes the numerous parallels between recent developments in Caribbean and African-American literature and discusses the cross-cultural aspects of the genre. Each essay contains references. (MDM)

ED 432 962 HE 032 670

Anderson, Margaret L.; Brewer, Rose M.; Sokoloff, Natalie J.; Wrigley, Julia; Bonilla-Santiago, Gloria
Sociology. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 72p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Curriculum; *College Instruction; Criminology; Curriculum Development; Ethnicity; Family Role; Females; Feminism; *Feminist Criticism; Higher Education; Models; Race; Research Methodology; *Sex Bias; Sex Differences; *Sex Fairness; Sex Role; Social Class; Social Science Research; *Sociology; Teaching Methods; Theories
IDENTIFIERS- Gender Issues

This collection of five essays examines the ways sociology, as a discipline, currently reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. In "Scholarship and the Curriculum: The Study of Gender, Race, Ethnicity, and Class," Margaret L. Anderson argues that the study of race, class, and gender has become a new field within sociology. In "Sociology and Disciplinary Transformation," Rose M. Brewer examines some of the problems in the field, maintaining that there is a growing emphasis on the sociology of gender without consideration of race and that recent changes in the field have not embraced women of color and working-class women. In "Rethinking the Disciplines: Sociology and Criminology," Natalie J. Sokoloff argues that race, gender, and class are largely ignored in the fields of sociology and criminology, while Julia Wrigley, in "Rethinking the Disciplines: Sociology," notes that feminist study of gender potentially challenges both the core theoretical perspectives of the field and its subfield organization. In "Rethinking the Disciplines: Sociology of the Family," Gloria Bonilla-Santiago maintains that feminist, race, and ethnic studies have advanced sociologists' understanding of the family's relationships to the economy and the state. Each essay contains references. (MDM)

ED 432 963 HE 032 671

Mencher, Joan P.; Nash, June; Francis-Okongwu, Anne; Susser, Ida.
Anthropology. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 58p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)

central to reconceptualizing the actors, events, sources, chronologies, and vocabularies in U.S. history. The essay also wonders whether women have "experienced" the great events of the nation's past in the same way as men, asking whether women did in fact have an American Revolution, an Age of Jackson, or a Reconstruction. Also noted are two issues in the experiences of women that continue to be debated: the first is the question of continuity versus change; the second is that of commonality versus differences. A 71-item bibliography contains information on works cited in the essay; selected readings for faculty on frameworks and overviews, work, politics, conquest and colonization, and women and revolution; selected readings for students; electronic resources; and other resources. (MDM)

ED 432 982 IR 019 706

Seamon, Mary P.
Connecting Learning & Technology for Effective Lesson Plan Design.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Association for Supervision and Curriculum Development Conference (54th, San Francisco, CA, March 6-8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; Curriculum Development; Elementary Secondary Education; *Instructional Design; *Instructional Development; Instructional Effectiveness; Learning Activities; *Lesson Plans; Problem Solving; Student Projects; *World Wide Web
IDENTIFIERS- Conceptual Frameworks; *Technology Integration; Web Sites

This paper focuses on the design of effective lesson plans using the Internet. Effective lesson design helps students to explore ideas, acquire and synthesize information, and frame and solve problems. The creative problem solving which depends upon context, interrelationships, and real-world activities is available through Internet projects. Communication among schools, home, and community will increase with collaborative projects. The paper explores a multi-level, interdisciplinary problem solving scope and sequence for integrating technology into the curriculum. This framework depends on a multi-tiered conceptual framework. The framework helps teachers visualize how the World Wide Web can be incorporated into a class where students are at various levels of ability in using computers. The structure can be summarized in five steps: (1) learn to search; (2) create a hotlist; (3) create a guided tour; (4) create an HTML file; and (5) post your Web Page. Conceptual frameworks are also presented for guided tours, scavenger hunts, Internet discoveries, CyberInquiries, and WebQuests. An annotated list of Web sites for lesson plans and additional resources is included. (Author/AEF)

ED 432 983 IR 019 707

Smith, Peter, Ed.
Association of Small Computer Users in Education: Proceedings of the ASCUE Summer Conference (32nd, North Myrtle Beach, South Carolina, June 13-17, 1999).
PUB DATE- 99
NOTE- 257p.; For the 1998 proceedings, see ED 425 713.

Using Visual Capabilities of the Web To Develop Curriculum Integration Concepts for K-12 Education.

PUB DATE- 98

NOTE- 7p.; Paper presented at the International Visual Literacy Association Conference (IVLA) (Athens, GA, October 21-25, 1998)

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Elementary Secondary Education; Graduate Study; Higher Education; *Instructional Design; Instructional Development; *Integrated Curriculum; *Interdisciplinary Approach; Material Development; Multimedia Materials; Teacher Developed Materials; Teacher Education; *Visual Aids; Visual Literacy; *World Wide Web

IDENTIFIERS- *Web Sites

This article discusses how the utilization of the visual capabilities of a World Wide Web site can enhance the development of teacher curriculum design employed in graduate level education courses. In using these Web sites, teachers have an opportunity to peruse numerous visual samples as a basis for creating integrated and interdisciplinary curriculum units unique to their own subject discipline. Linkages are provided for immediately creating individualized unit models. The Web sites also provide teachers with visual samples for designing multimedia programs with graphics for K-12 classroom instructional use associated with specific integrated curriculum projects. The major sections of the paper cover the following topics: (1) objectives for integrated and interdisciplinary approaches to curriculum development; (2) a Web site constructed with selected graduate student integrated and interdisciplinary curriculum unit projects; (3) rationale for utilizing Web-based instruction; (4) use of visuals as knowledge enhancers; (5) K-12 student classroom visual examples; (6) the relationship of color visuals to student learning; and (7) static versus animated visuals. (Contains 24 references.) (Author/MES)

ED 433 001 IR 019 725

Johnson, Addie M.

School Principals as Multimedia Novices: A New Path to Public Relations Presentations.

PUB DATE- 97

NOTE- 7p.; Paper presented at the International Visual Literacy Association Conference (IVLA)(1997).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Role; *Community Education; Computer Uses in Education; Design Preferences; Elementary Secondary Education; Material Development; *Multimedia Materials; Principals; *Public Relations; School Administration; *School Community Relationship; *Visual Aids; Visual Literacy

IDENTIFIERS- Novices; Presentation Mode; *Presentations; Technology Utilization

This article demonstrates how school administrators are discovering the use of multimedia as a vehicle for school public relations programs. It describes the effective use of electronic presentations as a method to persuade and influence a broad-based school constituency in gaining their commitment for support of a community-based school program. Multimedia

and School Library Media Specialists.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Guidelines; *Information Technology; Librarians; Media Specialists; Skill Analysis; Skill Development; Standards; *Teacher Competencies; Teacher Education; Teachers; *Technological Literacy
IDENTIFIERS- Colorado; Technology Integration

This document provides guidelines to school districts, BOCES, and teacher training institutions regarding technology-related skills that Colorado teachers, school library media specialists and other certified staff should have in order to meet the ever changing needs of Colorado's learners. The document is the result of deliberations by a working group consisting of district and state technology experts and administrators. It draws upon their knowledge and concerns for the state of teaching and learning in Colorado schools and from national, state, and local standards developed by the International Society for Technology in Education (ISTE), the North Carolina Department of Public Instruction, and Jefferson County School District One (Colorado). The guidelines' organization has been adapted from ISTE's National Standards for Educational Technology, and the teacher competencies are taken from all three documents. The technology skills needed by teachers and school library media specialists are divided into three areas: basic computer/technology operations and concepts; personal and professional use of technology; and integration of technology into a standards based curriculum. Essential and extended technology skills are outlined for each of these areas. The appendix includes more advanced skills needed by the individual(s) responsible for maintaining a school's technology infrastructure. (AEF)

ED 433 021 IR 057 406

Teeter, Thomas A.; Bailey, Janet L.; Cherepski, Don D.; Faucett, John; Hines, Robert J.; Jovanovic, Nickolas S.; Tschumi, Pete; Walker, Jeffery T.; Watson, Gretchen B.
Preparing for a New Century: Information Technology Workforce Needs.
PUB DATE- 99
NOTE- 114p.; Report of the Information Technology Committee.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Corporations; Curriculum Development; Employees; Employment Qualifications; Focus Groups; Higher Education; Information Science Education; *Information Scientists; *Information Technology; *Job Analysis; *Job Skills; Knowledge Level; *Occupational Information; Occupational Surveys; Questionnaires; Tables (Data); World Wide Web
IDENTIFIERS- Site Visits; University of Arkansas Little Rock

The purpose of this project was to determine workforce needs in the new information technology/knowledge-based world in order

Indianapolis - Librarian-Scholar Collaboration in Learning Communities; (4) Lafayette College - An Interdisciplinary Team Approach; (5) Point Park College and the Carnegie Library of Pittsburgh, Library Center - A Public-Private Library Partnership; (6) Southern Utah University, Gerald R. Sherratt Library - One Librarian Introduces EAD (Encoded Archival Description) Finding Aids; (7) Stevens Institute of Technology - Electronic Access, Not Subscriptions; (8) Wellesley College, Margaret Clapp Library - A New High-Tech Center; and (9) West Virginia Wesleyan College - Laptops for Every Student. Four speakers provided additional perspective on the case studies. William Haden opened the conference by noting that with rapid developments in information technology, colleges today face new pressures to remain relevant, competitive, and effective. This was followed by two presentations, by Susan Jurow and Barbara Hill, on making change in higher education. Brian Hawkins then prepared participants with observations on the transformation of higher education. The presentations are provided in part 1 of this report, as are summaries of the ensuing discussion and recommendations for follow-up activities. Case studies appear in part 2 of the report. The CLIR Belmont conference participant list is appended. (AEF)

ED 433 040 IR 057 426

Owens, Jane; Stein, Carol
Community Connections. Time Warner Community Responsibility Report, 1998-2000.
PUB DATE- 99
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cable Franchising; *Cable Television; Community Programs; *Community Relations; Cultural Pluralism; Diversity (Institutional); Education; Literacy; Partnerships in Education; Theater Arts; Volunteers
IDENTIFIERS- *Time Warner Inc

This report highlights efforts by Time Warner personnel to strengthen community connections through various programs and services aimed at supporting: education, the arts, volunteerism, diversity, and business-community action. The report is divided into sections focusing on each of these areas. The first section, Education, describes programs aimed at improving reading, writing and technology skills, as well as programs to empower teachers. Cable television in the classroom, student news bureaus, and scholarships and internships are also discussed, and a list of schools that Time Warner supports is included. Time Warner's efforts in the performing arts are then detailed; several partnership projects are noted. The report then focuses on volunteerism, highlighting employee teamwork, volunteer project grants for employees, and the Andrew Heiskell Community Service Award for Time Warner employees. A section focusing on diversity provides a table of percentages of women and minorities employed at the company for years 1996-1998, and discusses efforts at closing opportunity and cultural gaps, encouraging minority business development, and celebrating accomplishments of African Americans. A final section highlights Time Warner's efforts in community services. (AEF)

ED 433 041 IR 057 427

and objectives, and the entire faculty should be involved in determining how to measure progress toward these goals. The policy encourages an increase in effectiveness at every level, from the individual within the department to the entire college. Assessment efforts are linked to the college planning process so that the Executive Council and Cabinet will consider recommendations, and resources will be made available for their implementation. The policy defines an integrated Annual Assessment Cycle, which will become an ongoing aspect of the planning and evaluation process throughout the college. Issues related to development, scope, and oversight of institutional effectiveness, resources, and assessment and planning, are discussed. The levels of institutional assessment are presented in three parts: (1) assessment of the college mission and goals; (2) assessment of units, divisions, departments, and committees; and (3) individual assessment. Provided are diagrams of the annual assessment cycle and components of group assessment. (VWC)

ED 433 059 JC 990 553

Pezzoli, J. A.; Lum, Ku'uipo; Meyer, Diane
Community Needs Assessment Office Administration & Technology (OAT).
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clerical Occupations; Community Colleges; Computer Literacy; Curriculum Development; Educational Planning; *Employer Attitudes; Employment Potential; Employment Qualifications; *Job Skills; *Job Training; *Labor Force Development; *Needs Assessment; Private Sector; Two Year Colleges
IDENTIFIERS- *University of Hawaii Maui Community College

The purpose of this survey was to obtain from employers the requisite skills and potential employment demand for office workers on Maui. Of particular interest was: (1) the assessment of various clerical skills and computer software in its relevance to the Office Administration & Technology (OAT) curriculum at Maui Community College; and (2) the assessment of the importance of office skills for bookkeepers and accountants, which would impact the requirements for the Accounting (ACC) program. The report presents responses to 17 questions in tabular form. The researchers found that: (1) current employment is diverse; (2) employment demand crosses all sectors; (3) technology is highly integrated into most offices; (4) level of education affects hiring and salary decisions; (5) the need for specialized vocabulary is irregular; (6) basic math skills are needed; (7) required typing speed varies; (8) there is little need for shorthand in the private sectors; (9) the most popular brand of computer is IBM; (10) Microsoft Word and Excel are the most commonly used software packages; (11) desktop publishing software is not widely used; (12) alphabetic filing is still the most popular filing system in use; (13) best training times are evenings and weekends; (14) employers support employee training; and (15) the job skills rated the highest in importance are verbal and computer-related skills. Appended are survey developers, cover letter, questionnaire, and mailing list and respondents by sector. (VWC) report reviews the processes and outcomes of the Pilot Project on Promotion of Primary Education for Girls and Children in Disadvantaged Areas in Gansu Province, China, a UNESCO-sponsored project through the Asian-Pacific Program for Education for All implemented between 1991 and 1995. The report is presented in three parts. Part 1 describes the planning procedures; the target areas; and the project objectives, scope, activities, and evaluation plan. The major activities of the pilot project involved mobilizing influential persons in the community to ensure community participation, providing family education to parents, training educational personnel, developing supplementary learning materials combining functional literacy with vocational skills, and providing preschool education. Part 2 details educational deficits in the targeted area's available school facilities, outlines the specific intervention procedures and additional studies undertaken, and presents outcomes. Findings indicated that the enrollment rate and retention rate have been raised by 11 percent and 3 percent, respectively, and the repetition and dropout rates have been reduced by 8 percent and 2 percent, respectively. Girls' participation increased steadily in all counties involved. Part 3 of the report discusses the implications of the study, concluding that the pilot project proves that with well-designed and implemented interventions, serious disadvantages can be overcome to make a difference in the lives of girls. Part 4 outlines problems with the project and makes suggestions for future programs. (KB)

ED 433 079 PS 026 828

Notari-Syverson, Angela; Maddox, Mary; Cole, Kevin
Language Is the Key: Building Language with Picture Books and Play. A Training Manual To Accompany the Video Programs: "Talking and Books" and "Talking and Play."
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 115p.; The two VHS videos are available in English and in Spanish. Videos not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Speech; Child Development; Child Language; Early Childhood Education; *Emergent Literacy; *English (Second Language); Interaction; *Language Acquisition; Language Impairments; Language Minorities; Parent Child Relationship; *Picture Books; *Play; Preschool Children; Teacher Student Relationship; Teaching Methods; Verbal Ability; *Verbal Development; Videotape Recordings
IDENTIFIERS- Language Delayed

This training manual and two companion videotapes comprise an educational program for professionals and paraprofessionals who work with young children with language disorders. The program is particularly helpful in serving children from linguistic minority backgrounds and their families. The program's strategies are also appropriate for teachers and parents of children in the 2- to 4-year-old range who are developing typically. The "Language Is Key" model draws upon three solid research bases: early language is critical to later academic success; parents can use simple language facilitation strategies after brief training; and strengthening a child's scoring, preliminary results from Project Spectrum students, and suggestions for additional activities. Included are observation sheets and an activities calendar to help teachers incorporate multiple intelligences theory into the classroom routine. The handbook also discusses the development of the Spectrum Profile for each student, which is a description of the configuration of a child's intellectual strengths, with recommendations for home, school, and wider community activities. Eleven appendices include sample forms and a parent activities manual. Contains 17 references. (KB)

ED 433 096 PS 027 741

Smidt, Sandra
The Early Years: A Reader.
PUB DATE- 98
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childrens Art; *Early Childhood Education; Emergent Literacy; Foreign Countries; Language Acquisition; Multicultural Education; Observation; Parent School Relationship; Parent Teacher Cooperation; *Preschool Curriculum; Speech Communication; Story Telling; Teacher Student Relationship; Theory Practice Relationship; Young Children
IDENTIFIERS- Antibias Practices

This book compiles specially commissioned articles about early childhood education written by experts in the field and students enrolled in the Early Childhood Studies Scheme at the University of North London. The book is divided into seven parts. Part 1 concerns how young children learn and includes articles on a developmental approach to the curriculum and the inclusion of play. Part 2 contains articles discussing how learning environments can support children and ensure that they all have equality of access and opportunity. Part 3 offers theoretical and practice-related articles on classroom observation, and notes that observation is a vital tool in the practitioner's repertoire. Part 4 examines the importance of talk in early learning and provides examples of how adults have structured situations to encourage children to talk. Part 5 contains articles and observation notes on emergent literacy, including developing an understanding of the reading process, early writing, and a study of one child's development. Part 6 examines how young children explore their world and represent it through drawing and painting, and how adults can scaffold their learning in a variety of ways. Part 7 deals with establishing a working partnership with parents as a key goal of many early childhood practitioners, and notes that more work needs to be done on understanding how different value systems and beliefs affect children, and on finding ways of holding a principled view of high quality care and education, while not negating the rights of people to their own beliefs. (KB)

ED 433 097 PS 027 749

Beatty, Sharon; Croken, Barbara; al Hamdani, Abdul Hakim; Jibran, Fatima; al Makhlafi, Saed
Impact of the Convention on the Rights of the Child in Yemen.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Welfare; Children; Counties; Demography; Dropout Rate; Early Adolescents; Economically Disadvantaged; Elementary Secondary Education; Lead Poisoning; Lunch Programs; Mortality Rate; Outcomes of Education; Poverty; Prenatal Care; Preschool Education; Reading Skills; Safety; *Social Indicators; Special Education; State Norms; State Surveys; Statistical Data; Tables (Data); Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Safety; *Indicators; *Michigan; Out of Home Care; Vaccination

This Kids Count data book for 1999 examines statewide and county level trends in the well-being of Michigan's children, featuring available data on young adolescents, ages 10 to 14. The statistical portrait is based on 15 indicators of well-being: (1) child poverty; (2) free and reduced price lunch; (3) inadequate prenatal care; (4) low birthweight infants; (5) infant mortality; (6) child deaths; (7) children in families investigated for abuse or neglect; (8) substantiated victims of abuse or neglect; (9) children in out-of-home care; (10) births to teens, ages 15 to 17; (11) teen deaths by accident, homicide, or suicide; (12) index crime arrests; (13) high school dropouts; (14) students enrolled in special education; and (15) students with inadequate mathematics skills. Section 1 of the report discusses young adolescent well-being with regard to community connections, health, and education, and notes that many communities have adopted a proactive approach to youth development. Section 2 summarizes the latest state trends and includes a state map with county child poverty estimates. Section 3 reviews the background indicators of child population, childcare and early education, family support programs, childhood lead poisoning, and immunization. Section 4 analyzes each trend indicator. Section 5, the bulk of the report, presents state and county profiles. Data indicate that there have been improvements in indicators related to adolescents. However, economic security indicators have shown declines, and there have been mixed results in child health, child safety, and education. (KB)

ED 433 114 PS 027 810

Miller, Edward, Ed.
The Harvard Education Letter, 1995.
PUB DATE- 95
NOTE- 49p.; Published six times a year. For 1996-1998 issues, see PS 027 811-813.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; Child Abuse; Computer Uses in Education; *Decision Making; Drug Use Testing; *Educational Finance; Educational Technology; Elementary Secondary Education; Integrated Curriculum; Learning Theories; Legal Problems; Mathematics Education; Models; Newsletters; Partnerships in Education; Professional Development; School Based Management; *School Choice; Sex Differences; Sexual Abuse; *Staff Development; *Teacher Attitudes; *Textbooks

This document is comprised of volume 11 of the Harvard Education Letter, published bimonthly and addressing current issues in elementary and secondary education. Articles in the volume's six issues are: (1) January-February--"The Old Model of Staff

Bragg, Debra D.

Enhancing Linkages to Postsecondary Education: Helping Youths Make a Successful Transition to College.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 99

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Access to Education; *Articulation (Education); *College School Cooperation; *Education Work Relationship; Educational Legislation; Educational Opportunities; *Federal Legislation; High Schools; Higher Education; Integrated Curriculum; Outcomes of Education; *Partnerships in Education; *Tech Prep; Theory Practice Relationship; Vocational Education

Many more of the nation's youths deserve the opportunity to make the transition from school to college, casting the net of postsecondary education more widely and equitably. The necessity of encouraging more youths to participate in rigorous academics so they are ready to make a smooth transition to college has been recognized for some time. In the late 1960s, some states began to integrate academic and vocational education as a means of facilitating secondary-to-postsecondary transition. Reinforcing these ideas, federal vocational education legislation since 1972 has consistently emphasized secondary and postsecondary linkages, along with applied academics. Fundamental components of successful transition programs are as follows: (1) rigorous and engaging learning; (2) formal articulation strategies; (3) implementation of articulation agreements; (4) local partnerships and advanced skills articulation; (5) meaningful linkages between theory and practice; (6) outcomes-focused curriculum; (7) identification of the primary outcomes; (8) exploration of new forms of assessment; (9) access and opportunity for all; (10) longevity through collaboration; and (11) accountability and quality in future transition initiatives. Enhanced school-to-college transition can create valuable educational opportunities for all students. (The publication includes a list of quality indicators recommended by the National Association of Tech Prep Leadership for five integral components of a tech prep program. The document contains 39 references.) (YLB)

ED 432 662 CE 078 962

Watts, Tony

The University for Industry and Local Information, Advice and Guidance Partnerships. Report on a NICEC/CRAC Policy Consultation Held in Association with the National Advisory Council for Careers and Educational Guidance (Cambridge, England, February 24-25, 1999). Conference Briefing.

SPONS. AGENCY- Department for Education and Employment, London (England).

PUB DATE- 99

NOTE- 7p.; Report on a NICEC/CRAC policy consultation held in association with the National Advisory Council for Careers and Educational Guidance (Cambridge, England, February 24-25, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Ancillary School Services; Career profile; a national skills and state duty and task crosswalk; an instructional and task analysis; a reference for basic skills icons and classifications; a basic skills matrix; and a tools, equipment, and materials list. The teacher pages include suggested activities, answers to assignment sheets, a written test with answers, a learning activities sheet, teacher supplements, and transparency masters. The student edition consists of 17 units, each of which typically contains an objective sheet, an information sheet, student supplements, assignment sheets, job sheets, and (for some units) a glossary. Unit topics are the following: (1) occupational introduction; (2) general safety and first aid; (3) electrical safety; (4) related math and measuring; (5) hand tools; (6) powered/specialty tools and equipment; (7) using trade information; (8) basic equipment; (9) basic theory; (10) DC (direct current) circuits; (11) AC (alternating current) circuits; (12) wiring methods; (13) conductors; (14) low voltage wiring; (15) overcurrent protection; (16) load centers and safety switches; and (17) existing structures. (KC)

ED 432 679   CE 079 030

Baumgartner, Lisa, Ed.; Merriam, Sharan B., Ed.
Adult Learning and Development: Multicultural Stories.
PUB DATE- 00
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; *Aging (Individuals); *Cultural Differences; Cultural Pluralism; Disabilities; Ethnic Groups; Family Attitudes; Family Life; Health; Homosexuality; Intimacy; Minority Groups; Personal Narratives; Physical Development; Poetry; Racial Differences; Religious Differences; *Self Concept; Sexual Identity; Social Differences; *Work Attitudes
IDENTIFIERS- *Identity (Psychological)

This book contains 28 personal stories and poems about growth and development in adulthood that were written by individuals who were purposely chosen to reflect the diversity of U.S. culture and sociocultural factors such as race and ethnicity, gender, class, sexual orientation, and able-bodiedness that affect development in adulthood. The stories and poems are grouped into six categories: identity; the importance of work; intimacy; the family life cycle; physical development, health, and aging; and learning in adulthood. The titles and authors are as follows: "A Sistah Outsider" (Shamara Shantu Riley); "Are You Writing a Book?" (Jaimi Carter); "Flip-Flops" (Perri Klass); "You're Short, Besides!" (Sucheng Chan); "A Dictionary of Japanese-American Terms" (R.A. Sasaki); "Three Steps a Minute" (Ruth Shigezawa); "How I Got to Be Jewish" (Erica Jong); "Dear Aunt Nanadine" (Alexis De Veaux); "Learning to Work" (Dale Brown); "Sweetheart" (Molly Martin); "Piece Work" (Mona Elaine-Adilman); "The Linden Tree" (Ella Leffland); "Church" (G. Winston James); "Is This the Reward of a Catholic Girlhood?" (Margaret Cruikshank); "Between" (Elizabeth Graver); "First Love" (R.A. Sasaki); "The Management of Grief" (Bharati Mukherjee); "This Place" (Beth Brant); "The Storyteller" (Jason Laus Baluyut); "1895 Honeymoon Hotel" (Marie M. Hara); "Groom Service" (Michael Dorris); "What I Know from Noses" (Anndee Hochman); "Finch the Spastic Speaks" (Gordon Weaver); "Combustion" (Susan Carol Hauser); "The Hector Quesadilla Story" (T. Coraghessan Boyle); "La Tortillera The Tortilla were to determine the following: (1) conditions of developmental on-the-job learning in highly automated industry; (2) ways the conditions of developmental on-the-job learning are realized; and (3) the importance of vocational education, personnel training, and on-the-job learning to operators' vocational competence. Discussed next is the study methodology, which included case studies at 4 companies that involved interviews with 22 managers and union representatives and 40 operators, administration of a questionnaire completed by 145 operators, and observation of 15 operators. The study found that the conditions for developmental learning depend on the presence of the following: (1) challenging problems and wide degrees of freedom given to operators; (2) an integrated or informally open work organization that offers possibilities for participating in problem-solving; (3) a multitude of tools with multiple functions, both digital and analogue, manual and written; and (4) clear demands on knowledge and skills that can be applied and developed in day-to-day work. The bibliography contains 200 references, including 88 in English. Appended are three interview guides and five tables, all in Swedish. (MN)

ED 432 696 CE 079 058

Pattison, Sherry
A History of the Adult Distance Education Movement.
PUB DATE- 99
NOTE- 22p.; Ed.D. paper, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Education; *Adult Education; Adult Learning; Adult Students; *Andragogy; Behaviorism; *Distance Education; *Educational History; Educational Research; *Educational Technology; Educational Theories; General Education; Humanism; Humanistic Education; Learning Strategies; Liberalism; Multimedia Instruction; Teacher Role

From ancient Greece to the rise of modern science in the 18th and 19th centuries, liberal adult education was a predominant philosophy. Progressivism, which developed in opposition, had the greatest impact on adult education. It viewed the teacher as a guide, consultant, and resource; the learner as responsible for learning in partnership with the teacher; and education as an instrument of social change. Behaviorists took their basic principles from progressives, but emphasized using the scientific method to arrive at knowledge. Many adult programs adopted behavioral objectives and accountability concepts from the behaviorism movement; the greatest impact was in curriculum design and program development. The humanist movement emphasized development of the whole person. Paulo Freire brought radical adult education on the scene; he spoke of using education to bring about social change. In the last 30 years, teachers experienced problems using the pedagogical model that ignored adults' needs and learning styles. Malcolm Knowles fostered the study of andragogy, the art and science of helping adults learn. Andragogical teaching incorporated the following research findings about adults: they desire to apply what they learn immediately and be independent and self-directing; and they need intrinsic motivation. Technological tools changed how to educate and deliver adult education. Distance delivery reached excluded populations. The teacher's new role was to link learners to resources and provide support for self-directed learning. (Contains 21 references.) (YLB)

ED 432 697 CE 079 062

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; *Career Development; Careers; Counselors; Decision Making; Employment Opportunities; Foreign Countries; Groups; Labor Market; Models; Resources; Role
IDENTIFIERS- Canada; *Facilitators; Group Leaders

This resource booklet, one of the three components that make up the Building Better Career Futures (BBCF) program, provides information on theories and approaches of BBCF; articles on themes of the program; and group activities addressing the specific career development outcomes of BBCF. This booklet is organized into four parts. The first part, "Understanding Career Development," includes icebreaker activities; discusses the role of the career development facilitator; group career development; a new career development paradigm; and the current status of career development. This part also presents a lecturette, "The High Five Messages," which includes a workshop leader's guide and exercises to accompany the lecturette. Part 2, "Opportunities in the Labour Market," includes several group and networking activities; information that provides a foundation for successful career development, information concerning Megatrends--a hybrid approach; career information resources and self-help tools; and commonly asked questions. Part 3, "Opportunities for Me," discusses the workforce in transition and provides constructivist counseling information and activities. The final section, "Taking Charge," is a reprint of an article, "Positive Uncertainty: A New Decision-Making Framework for Counselling" (H. B. Gelatt). (MKA)

ED 432 715 CG 029 434

Bell, Donnalee; Hopkins, Sareena
Building Better Career Futures: Portfolio Builder.
PUB DATE- 98
NOTE- 163p.; For other course components, see CG 029 433 and CG 029 435.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Activities; *Career Development; *Career Planning; Case Studies; Employment Interviews; Foreign Countries; Group Activities; Job Skills; Labor Market; *Portfolios (Background Materials); Resumes (Personal); Skills; Student Journals
IDENTIFIERS- Canada

This Portfolio Builder, designed for participants in the Building Better Career Futures (BBCF) program, helps participants explore, work towards, and realize their life and career goals. It is to be used as a tool to help students reflect on their own ideas about career development and to later market themselves in the world of work. This Portfolio Builder is divided into the four main components of the program: "Understanding Career Development," "Opportunities in the Labour Market," "Opportunities for Me," and "Taking Charge." Each component highlights various themes, each of which is organized into three parts: Introduction, BBCF Handouts, and Expansion Zone. The introductory part outlines the themes for each section and how these connect with career development. Ideas behind the activities and real life stories about career development are presented. The second part of each theme includes BBCF handouts of activities useful in group or individual career exploration. The final section, The Expansion developing decoding awareness, and making a connection between reading and writing. Post intervention data indicated an increase in student reading achievement. Students showed improvement in phonological and phonemic awareness, vocabulary, oral reading, expression, fluency, comprehension, and recreational reading. Students felt more confident about reading abilities. (Contains 50 references, and 10 tables and 8 figures of data; appendixes contain a survey instrument, oral reading rubrics, phonemic awareness/decoding inventories, and writing rubrics.) (Author/RS)

ED 432 736   CS 013 656

Sawyer, Terri L.
A Study of the Use of Reading Software in the Classroom.
PUB DATE- 99
NOTE- 46p.; Master's Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Comparative Analysis; *Computer Assisted Instruction; *Computer Software; Educational Technology; *Instructional Effectiveness; Phonics; Primary Education; *Reading Instruction; *Reading Programs

This study focused on using technology to supplement a phonics based reading program. The research took place in a transition class (a class between kindergarten and first grade for students who are not mature enough for first grade but who do not need to repeat kindergarten) in Knox County (Tennessee) Schools. The class was divided into two groups with seven children in each group. The letter books T and F were chosen for the research. The control group received instruction in the letter book and in traditional paper and pencil activities. The experimental group received instruction in the letter book, but they also received 20 minutes of computer instruction a day. The computer and traditional practice of the letters was done independently by the students with little or no assistance from the teacher. The following hypothesis was stated: there is no difference in learning as measured on the teacher created pre-test and post-test between the children in a transition class who had used the computer software as a supplement to the regular reading curriculum and those transition students who had not used the computer software, at the 0.05 level. Statistically there was no difference between the control and the experimental group in the pre-test scores, thus proving that the two groups were equal at the beginning of the study. Post-test scores were analyzed and differences between the two groups were not statistically significant. (Contains 18 references and 2 tables of data.) (RS)

ED 432 737   CS 013 657

The National Reading Panel Progress Report.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Primary Education; *Public Opinion; *Reading Research; *Reading Skills
IDENTIFIERS- *National Reading Panel

This progress report on the work done by the National Reading

Vanderbilt University. In southern education, liberal figures like college presidents William Louis Poteat (Wake Forest University) and Harry Woodburn Chase (University of North Carolina) readily fit the progressive label, along with education pioneers such as Wil Lou Gray, who started a vocational school that sparked the technical education movement in South Carolina and Cora Wilson Stewart, a founder of the Kentucky Literacy Commission. The progressive movement in the South, however, meant "progressive for whites only." The paper considers in detail the accomplishments of Laura Bragg, the first woman in the country to direct a museum, and of John Andrew Rice, the founder of Black Mountain College, and discusses the idea of the museum as a progressive educational institution. Contains 74 notes. (NKA)

ED 432 758 CS 216 793

Yarbrough, Stephen R.
Teaching Discourse Study To Resist General Discourse Theories.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Graduate Study; *Hermeneutics; Higher Education; *Reading Writing Relationship; *Rhetoric; Rhetorical Theory; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Classical Rhetoric; *Discourse; Discourse Based Teaching

If an instructor teaches in a rhetoric and composition program, one of the most important ways to teach discourse study as a resistance to discourse theory is by tracing the fundamental founding dichotomies of discourse theory through the history of rhetorical theory, examining how assumptions of the legitimacy of such founding dichotomies has conditioned the development of the current understanding of rhetoric. A graduate course on rhetoric and hermeneutics explores the relationships between reading and writing as they are understood in today's theory and practice. The guide used is Kathy Eden's 1997 text "Hermeneutics and the Rhetorical Tradition: Chapters in the Ancient Legacy and Its Humanist Reception." One controversy over disputed texts which Cicero cites is "the discrepancy between the writer's words and the writer's intention, routinely formulated as either 'scriptum' versus 'voluntas' or 'scriptum' versus 'sententia.'" Eden traces this assumption back to Aristotle's "Poetics." Augustine's description of the tropes as topics of interpretive invention rather than as grammatical deviations is possible because he never makes an ontological distinction between signs and things in the first place. Introducing graduate students to thinkers such as Augustine enables them to engage the history of discourse about discourse more critically. (NKA)

ED 432 759 CS 216 794

Wartchow, Kate; Gustavson, Leif
The Art of the Writer: An Aesthetic Look at the Teaching of Writing.
PUB DATE- 99

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Foreign Countries; Interpersonal Relationship; Research Needs; Small Group Instruction; *Word Processing; *Writing Processes; Writing Research
IDENTIFIERS- *Collaborative Writing; Functional Analysis

The commonest context for the use of word processors with primary school children is collaborative small group work. The two major reasons for this organizational decision are resource-based (i.e. due to the scarcity of computers in the classroom) and educational, stemming from an increased use of cooperative learning methods. In order to improve the quality of children's collaborative work at the word processor, it is important that some attention is paid to the nature of their interactions during the writing process. Such interactions can reveal important information about writing and learning processes and about the impact of the computer. In this paper we shall present and illustrate a newly developed analytic method, based on functional analysis, which can be used to investigate the nature of children's verbal interactions during the collaborative writing process at the computer. The theoretical framework of the method will be briefly described and located in socio-culturally based ideas of learning. Possible applications of the analysis method will then be discussed and a possible agenda for research outlined. Contains 42 references. (Author/RS)

ED 432 780 CS 216 827

Somers, Albert B.
Teaching Poetry in High School.
PUB DATE- 99
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *English Instruction; High Schools; Internet; *Poetry; *Poets; Student Evaluation; Teaching Methods
IDENTIFIERS- Alternative Assessment

Suggesting that the teaching of poetry must be engaging as well as challenging, this book presents practical approaches, guidelines, activities, and scenarios for teaching poetry in high school. It offers 40 complete poems; a discussion of assessment issues (including authentic assessment); poetry across the curriculum; and addresses and annotations for over 30 websites on poetry. Chapters in the book are (1) Poetry in America; (2) Poetry in the Schools; (3) Selecting Poetry to Teach; (4) Contemporary Poets in the Classroom; (5) Approaching Poetry; (6) Responding to Poetry by Talking; (7) Responding to Poetry by Performing; (8) Poetry and Writing; (9) Teaching Form and Technique; (10) Assessing the Teaching and Learning of Poetry; (11) Teaching Poetry across the Curriculum; and (12) Poetry and the Internet. Appendixes contain lists of approximately 100 anthologies of poetry, 12 reference works, approximately 50 selected media resources, 4 selected journals, and 6 selected awards honoring American poets. (RS)

PUB DATE- 99
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; Educational Assessment; Educational Change; *Educational Legislation; Elementary Secondary Education; Institutional Autonomy; National Surveys; Political Influences; Politics of Education; *State Legislation
IDENTIFIERS- Colorado; Georgia; Massachusetts; Michigan

This book examines charter-school legislation in the United States, as well as charter-school operations in Colorado, Michigan, Massachusetts, and Georgia. It reviews the legislative process in these four states, focusing on the compromises forged as lawmakers worked for adoption. It describes whether the states' resulting programs provide sufficient autonomy, resources, and potential to influence the broader education system. Following an introduction that outlines the promises and pitfalls of charter schools, the text is divided into three sections. Part 1, "The Politics of Charter School Programs," includes an overview of charter-school politics and provides details on compromises reached in the four states. Part 2 looks at charter-school programs in practice, whereas part 3 offers information on fulfilling the promise of charter schools. States under Republican control were more likely to pass strong charter laws than those where Democrats ruled. The text concludes that if states want to give charter schools a full test, they should empower nonlocal entities to approve charter schools, establish the schools as distinct local entities, allow full per-pupil funding to go with students to the charter schools, and impose minimal constraints on the source and number of charter schools. (Contains an index.) (RJM)

ED 432 803 EA 029 945

Erkkila, Kristiina
Ways of Seeing the Entrepreneurial Education Debates in the United States, the United Kingdom and Finland.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Small print in some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; *Educational Assessment; Elementary Secondary Education; *Entrepreneurship; Foreign Countries; Literature Reviews; *National Curriculum; National Surveys; Politics of Education
IDENTIFIERS- Finland; United Kingdom; United States

This paper on entrepreneurial education compares positions in three national debates. It identifies different ways that formal and informal texts define entrepreneurial education and gives rationales for it--in comprehensive schools or K-12 education--in different contexts. The study was guided by three questions: (1) What is understood by entrepreneurial education in the United States, the United Kingdom, and Finland? (2) How do rationales for entrepreneurial education in the U.S., the U.K., and Finland differ? and (3) How can the discovered ways of seeing be patterned as intertextual spaces of debate? Data for the study were selected from texts in all three countries,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Elementary Secondary Education; School Districts; *Student Evaluation
IDENTIFIERS- Accountability Models; Texas Education Agency

Great improvements in student learning can be facilitated if teachers and administrators set goals, work collaboratively, and keep track of student achievement data from many sources. Many examples are presented of schools and districts that have achieved both short- and long-term success. The seven chapters are: (1) "Effective Teamwork"; (2) "Measurable Goals"; (3) "Performance Data"; (4) "Rapid Results: The Breakthrough Strategy"; (5) "Research and Development"; (6) "Redefining Results"; and (7) "Opportunities for Action Within And Among the Subject Areas." Leadership is discussed in the conclusion and an appendix is included on conducting effective, time-efficient meetings. Contains an index and approximately 170 references. (RJM)

ED 432 823 EA 029 973

Dunklee, Dennis R.
You Sound Taller on the Telephone: A Practitioner's View of the Principalship.
PUB DATE- 99
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Behavior; *Case Studies; Educational Administration; Elementary Secondary Education; *Instructional Leadership; *Leadership Styles; Leadership Training; *Principals; Supervisory Methods

This book presents a comprehensive case study of the professional life of a fictional school principal. Based entirely on case-study methodology, all the episodes discussed in the book depict actual events in everyday education leadership practice and represent a real-life education leadership experience through episodic progression. The case study is intended to prepare effective education leaders, to assure practitioners that they are not alone, and to provide readers with insight into the leadership challenges faced by school principals. The text addresses seven objectives: (1) place those interested in school leadership in a hypothetical principalship by drawing them into a leadership and management role; (2) provide a way for readers to avoid the inclination to think about school-management issues solely in terms of their own situations; (3) examine how effective management enhances school leadership; (4) demonstrate that effective school leaders manage the meaning of schooling; (5) demonstrate that effective school leaders manage attention and trust; (6) illustrate behaviors that will help future readers understand how important it is for leaders to be good actors in difficult roles; and (7) introduce and define a new theory of leadership called "aggregate impression" leadership. The episodes in the book include discussion questions intended to evoke study and with developmental disabilities. Chapter 1, "How Do I Start? Where Do I Start?," discusses providing accurate, age appropriate, and useful sexuality education. Chapter 2, "Why Do I Do This?," examines effects of sexuality education for people with developmental disabilities. The following chapter, "Who Is My Audience?," provides different definitions of developmental disabilities. Chapter 4, "What Might Slow Me Down," explores barriers to effective teaching and finding out the best available learning channels. Chapter 5, "How Do We Learn What We Know," discusses adaptive activities and the difficulties that people with developmental disabilities have in adapting to new situations. The next chapter, "Why is S/He Doing That?," explains the importance of making abstract ideas more concrete. The final chapter, "What Do I Say? How Do I Say It?," provides a framework for preparing and exploring sexuality and social skills education. Activities are provided for exploring feelings, paradigms, and levels of comfort. A list of resources is included. An appendix includes an historical overview of the history of society's attitudes toward people with developmental disabilities and sexuality. Contains 15 references. (CR)

ED 432 843 EC 307 326

Bauer, Anne M.; Shea, Thomas M.
Inclusion 101: How To Teach All Learners.
PUB DATE- 99
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Classroom Design; Classroom Environment; Curriculum Based Assessment; *Disabilities; Diversity (Student); Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Inclusive Schools; Individualized Instruction; Mainstreaming; Portfolio Assessment; Regular and Special Education Relationship; *Self Management; *Student Evaluation; Student Placement; *Teacher Collaboration; Teaching Methods; Teamwork

This book is designed to help educators provide effective instruction to students with disabilities in inclusive classrooms. Chapters address: (1) the concepts of inclusive society, schools, classrooms and services; (2) legal foundations for inclusion and government support for education; (3) the qualities of inclusive schools and classrooms; (4) individualized education programming, assessment and diagnosis of problem situations, prescriptive teaching, and services; (5) working as a member of an education team; (6) the parents' role in the decision-making process shared with practitioners; (7) assessment and evaluation, including the ecobehavioral interview with teachers, parents, and children, the portfolio, and curriculum-based assessment; (8) the organization and management of inclusive schools and classrooms; (9) structuring programs for all learners; (10) principles of learning, reinforcement, shaping, cueing, modeling, and contingency contracting; (11) self-management; (12) group strategies for problem-solving; (13) individual strategies for designing and implementing comprehensive interventions; and (14) moving learners from restrictive to inclusive classrooms. The final chapter presents three case studies of children with disabilities in inclusive classrooms. Each chapter includes learning objectives, a variety of figures and tables to support the narrative, a summary, a self-evaluation quiz, a "Make the facilitating more consistent monitoring and supervision of youth in this population, and in decreasing delinquent behavior. (Contains 10 references.) (DB)

ED 432 861 EC 307 348

Davis, Maryann; Cooper, Deborah K.
Adult Arrests Records and Court Outcomes of Adolescents with Serious Emotional Disturbance.
PUB DATE- 98
NOTE- 5p.; In: Chapter 7, "Child Welfare and Juvenile Justice," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Age Differences; *Criminal Law; Criminals; Cultural Context; Demography; *Emotional Disturbances; Family Characteristics; Incidence; Males; *Mental Health Programs; Predictor Variables; Secondary Education; Sex Differences; Social Influences

This study used archival data to examine adult charges and court outcomes for 82 individuals who had been treated in public mental health programs as adolescents. Subjects' clinical records from their adolescent day treatment (18 percent), residential (23 percent) or hospital program (58 percent) were reviewed for sociodemographics, clinical diagnosis, treatment variables, significant history, and family configuration. Review of information from criminal offender records found that subjects had a total of 117 arraignments and 352 charges. Male gender, clinical record of court involvement, and younger age of admission to treatment were significant and correctly classified 79.3 percent of court involvement cases. Subjects were most likely to be charged at age 18, with most of the charges coming between ages 17-20. The most common group of charges were for serious property offenses followed by serious offenses on persons. Charged subjects did not contest or were found guilty of 77 percent of all charges and 38 percent of charged individuals were sentenced to some prison time. Findings indicate that many youth served in intensive public mental health programs will have significant adult corrections involvement. (Contains references.) (DB)

ED 432 862 EC 307 349

Barker, Narviar Cathcart
Can Specialized After-School Programs Impact Delinquent Behavior among African American Youth?
PUB DATE- 98
NOTE- 7p.; In: Chapter 7, "Child Welfare and Juvenile Justice," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; *Behavior Disorders; Black Students; Blacks; *Delinquency; *Delinquent Rehabilitation; *Intervention; Males; *Program Effectiveness; Recidivism; Secondary Education
IDENTIFIERS- African Americans

countries reveal a close connection between the inside and outside areas in playground design, but also show a very different attitude towards child privacy and socialization needs. (Contains 12 references). (GR)

ED 432 880 EF 005 314

Meyer, Mary Kay
Available Equipment in School Foodservice.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Equipment; *Facility Inventory; *Food Service; National Surveys; Nutrition; Public Schools; Standards
IDENTIFIERS- Dietary Guidelines for Americans; *Food Preparation

This report provides data on the National Food Service Management Institute's multi-year research project that identified type, style, age, and condition of available food service equipment in K-12 schools nationwide. The study found that smaller schools, serving less than 400 lunches per day, had kitchens equipped with ranges, small steam-jacketed kettles, convection ovens, under-range ovens, and manual slicers. No school met the standard for all preparation equipment. Moderate sized schools serving 401-700 lunches were the most well equipped. Generally, as schools increased in size the adequacy of equipment decreased. No school met the standard for all eight pieces of production equipment or holding equipment for the large size schools serving 701-1000 lunches. Findings also reveal the schools at the two size extremes to be the least equipped to prepare healthful foods to meet the Dietary Guidelines for Americans (DGA) standards. The study recommends that Child Nutrition Programs evaluate their equipment based on the menu served, that emphasis be placed on helping schools evaluate equipment needs to meet DGA standards, and that managers should be encouraged to be creative in menu planning and use of equipment to meet DGA standards. An appendix provides sample questionnaires used in the study. (GR)

ED 432 881 EF 005 316

Silberberg, Susan Crowl
The New Design Handbook for School Food Service. Revised.
SPONS. AGENCY- Food and Consumer Service (USDA), Washington, DC.
PUB DATE- 97
NOTE- 227p.; Material revised and reproduced from the State of Alabama Department of Education, Child Nutrition Programs Design Handbook.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; Educational Facilities Design; Elementary Secondary Education; Equipment; *Food Service; Guidelines; Public Schools; Space Utilization
IDENTIFIERS- Food Preparation; *Kitchens

A handbook, created for both designers and users of food service responsible for various projects such as retrofitting, design, site selection, and financing; and (3) existing country plans and strategies in disaster planning. Included is a list of recommendations to make school buildings less vulnerable to natural hazards. Appendices contain the mandates related to vulnerability reduction in the education sector and the survey forms used in the building assessment pilot study. (GR)

ED 432 901 EF 005 584

Plan To Reduce the Vulnerability of School Buildings to Natural Disasters: Dominica.
PUB DATE- 98
NOTE- 56p.; Assistance in document preparation also provided by the Governments of the Commonwealth of Dominica and the European Community Humanitarian Office.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Design Requirements; Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; *Planning; Public Schools; Questionnaires; Surveys
IDENTIFIERS- Caribbean; *Dominica; Retrofitting

A workshop report provides the structure and content of a school building vulnerability reduction plan for schools in Dominica, determines roles and interactions between school stakeholders, and designs a natural hazard vulnerability reduction program. It provides a profile of the current stock of school buildings in Dominica while also addressing the issues of design, construction, reconstruction after destruction, retrofitting, rehabilitation, and other school building concerns. It also outlines the process involved in school construction to identify responsibilities at various levels of the process and examines issues of design and construction criteria, site selection, financing, and level of community involvement. Issues are highlighted pertaining to levels of preparedness at the national level and the participation of key stakeholders in disaster management activities. Existing plans and strategies and the roles of teachers and students in disaster management are also addressed. The plan concludes with recommendations. An appendix includes an overview of government schools in Dominica. (GR)

ED 432 902 EF 005 585

Plan To Reduce the Vulnerability of School Building to Natural Hazards in St. Kitts.
PUB DATE- 98
NOTE- 27p.; Document prepared by Bentley Associates.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Design Requirements; Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Natural Disasters; *Planning;

performance on the Maine Education Assessment. District-by-district data include a list of school districts with "Lau" plans, a count of minority language children, subgroup data on LEP children, support services for LEP children beyond the regular classroom, instructor credentials for teaching LEP children, and federal projects. A separate section is devoted to data on LM and LEP students in individual private schools. A glossary is provided. (MSE)

ED 432 923 FL 025 940

Mitchell, Douglas E.; Karam, Rita
A Comprehensive Inventory of Language Development Documentation Data in the Ontario-Montclair School District.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Databases; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Program Descriptions; Program Effectiveness; *Recordkeeping; *School Districts; Second Language Instruction; Student Characteristics
IDENTIFIERS- Ontario Montclair School District CA

The report describes a project to document the content, nature, and effectiveness of services to limited-English-proficient (LEP) students in the Ontario-Montclair School District (California), which has a high concentration of LEP students and a variety of English language development (ELD) programs. The district developed a comprehensive computer system that links LEP instructional services to students' language and academic progress. The report describes the three phases of the project: an inventory of the district's existing data systems, documentation of district ELD programs and services, and development of a plan for a comprehensive data tracking system. The study identified two data management issues affecting language development programs related to design limitations of a currently-used database system, and seven general data management issues relating to the overall efficiency and integrity of the data systems. Solutions are offered. (MSE)

ED 432 924 FL 025 941

The CATESOL Journal, Volume 10 Number 1.
PUB DATE- 98
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Adult Students; Book Reviews; Classroom Environment; Cognitive Style; College School Cooperation; Cultural Pluralism; Electronic Mail; Elementary Secondary Education; Employer Attitudes; *English (Second Language); Expectation; Foreign Countries; Foreign Students; Grammar; Higher Education; Immigrants; International Educational Exchange; *Language Teachers; Learning Strategies; Listening Comprehension; Professional Associations; *Second Language Instruction; State Surveys; Student Attitudes; Student Needs; Teacher Attitudes; Teacher Characteristics; Teacher Education; Vietname Asians; Tunisia
IDENTIFIERS- Asians; Tunisia

Articles in this issue of the professional journal of California Teachers of English to Speakers of Other Languages (CATESOL)

DESCRIPTORS- Athletes; *College Athletics; College Students;
Females; Higher Education; *Intercollegiate Cooperation; Males;
*Sex Differences; *Student Characteristics; *Student
Participation; Tables (Data); Trend Analysis

This report to J. Dennis Hastert, Speaker of the House of Representatives, examines trends in characteristics related to participation of college men and women in athletic programs. The report focuses on net changes between academic years 1985-86 and 1996-97, by gender and sport, for schools that were members of the National Collegiate Athletic Association with respect to five characteristics: (1) number of student athletes and proportion of undergraduate students participating in athletics; (2) number of teams; (3) number of different sports sponsored; (4) average squad size; and (5) maximum number of athletic scholarships schools were allowed to award. The study found that intercollegiate athletic participation by women increased between these two periods, while athletic participation by men decreased during the same period. The overall proportions of both men and women undergraduates who participated in athletics decreased over the period, though participation levels generally remained higher for men than for women. Participation trends also varied considerably by sport. Tables present findings on each of the five characteristics. Three enclosures provide additional information about scope and methodology, detailed data on athletic characteristics by sport for the two time periods, and changes in the maximum number of scholarships allowed. (DB)

ED 432 944 HE 032 252

Sporn, Barbara
Adaptive University Structures: An Analysis of Adaptation to Socioeconomic Environments of US and European Universities. Higher Education Policy Series 54.
PUB DATE- 99
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *College Administration;
Colleges; *Comparative Education; Educational Change;
*Educational Policy; Foreign Countries; Higher Education;
Institutional Environment; Models; Organizational Development;
*Socioeconomic Influences; Sociology; Strategic Planning;
Theories; Universities
IDENTIFIERS- *Europe; *United States

This study examined the adaptation of institutions of higher education in the United States and Europe to changing socioeconomic factors and proposed a theory of adaptation in higher education which stresses the need for new forms of governance, management, and leadership structures. The study analyzed six university structures, each with a "distinctive" environment, over a four-year period using case study and grounded theory methodologies. The institutions were: (1) New York University, the largest private university in the world, which reinvented itself after severe financial problems in the 1970s; (2) the University of Michigan, a large public university challenged by ethnic diversity and racial tensions; (3) the University of California at Berkeley, confronted with a major financial crisis through the restructuring of the California legal and economic system; (4) Universitat St. Gallen (Switzerland), which has a history of adapting effectively to regional needs for focused training; (5) Universita Bocconi, a private university in Italy with strong

DESCRIPTORS- *Anthropology; Archaeology; *College Curriculum; *College Instruction; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; Race; *Sex Bias; Sex Differences; *Sex Fairness; Sexual Identity; Social Class; Social Science Research; Teaching Methods; Theories

IDENTIFIERS- Cultural Anthropology; Gender Issues; Latin America

This collection of four essays examines the ways in which anthropology, as a discipline, reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. In "The Impact of Gender Studies on Anthropology," Joan P. Mencher reviews the effects of gender studies on physical anthropology, archeology, and developmental anthropology. In "Gender Critique of Social Science Models in Latin America," June Nash argues that feminist models have upset preconceived models based on structural dimensions. In "The Study of Gender, Race, Ethnicity, and Class: Anthropology and Social Change," Anne Francis-Okonguu reviews theoretical shifts that treat gender relations as one of the central sets of social relations for structuring and organizing the functioning of societies. In "Reflections on the Changes in Anthropology, Especially Medical Anthropology, in Relation to the Scholarship on Gender, Race, Ethnicity, Class, and Sexual Orientation," Ida Susser points out that since the 1960s and 1970s feminism and the social movements concerning sexuality and sexual orientations have shaped much rethinking in anthropology. Each essay contains references. (MDM)

ED 432 964 HE 032 672

Spanier, Bonnie B.; Rosser, Sue V.; Muzio, Joseph N.; Tucker, Edward B.

Biology. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.

SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 97

NOTE- 85p.; For related documents in this series, see HE 032 663-689.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Biology; *College Curriculum; *College Instruction; Engineering; Females; Feminism; *Feminist Criticism; Higher Education; Science Instruction; Scientific Attitudes; *Scientific Research; *Sex Bias; Sex Differences; Sex Discrimination; Sex Fairness; Theories

IDENTIFIERS- Gender Issues

This collection of four essays examines the ways in which biology, as a discipline, reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. In "Natural Sciences: Molecular Biology," Bonnie B. Spanier examines common ideological distortions in biology, including superimposing stereotypical gender attributes and language onto animals and plants, creating hierarchies of organization with assumptions about power relationships, and claiming that biology determines behavior. In "Feminist Critiques of Biology," Sue V. Rosser discusses the inequities of scientific research and education and ways in which feminist perspectives can be introduced into biology courses. In "Balancing the Curriculum in the Biological Sciences," Joseph N. Muzio discusses the teaching of a Biology of Women course and offers insights on how it affects students' understanding of women's issues and feminist perspectives of science. In "Women in Science and Engineering," Edward B. Tucker points out that

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; Information Networks; *Information Technology; Internet; Microcomputers; Professional Associations; Teacher Education; Technological Advancement; *World Wide Web
IDENTIFIERS- Connectivity; Technology Integration; Technology Role; *Technology Utilization

Topics addressed by papers in this proceedings include: World Wide Web-based collaborative learning; using Microsoft Outlook Web access to provide e-mail service on public access computers; helping faculty use technology; installing and maintaining an Internet Service Provider; the role of the Web in enhancing learning; current and future trends in information technology; managing deviant behavior in the virtual classroom; preservice teachers' technology attitudes; introducing computer science to non-majors; development of an institution-wide technology/curricular planning process; cyberfluency in the 21st century; virtual reality models in the classroom; technology in teacher education; meta-learning digital library initiative; setting up and administering a computer network; Web management of student information; preparing to be technologically ready for the 21st century; Microsoft tutorials; Microsoft grants; Total Quality Management in the computer lab; e-mail as an official means of communication; updating computer systems; evaluating a "cyberclass"; National Science Foundation grants; videoconferencing; visually taking class attendance with a computer; technical training and support for students; and building a wireless laptop computing lab. This volume also provides information about the Association of Small Computer Users in Education (ASCUE), a list of ASCUE board members, profiles of keynote speakers, descriptions of pre-conference workshops, and a presenters index. (AEF)

ED 432 984 IR 019 708

Spotlight on the Future, NECC '99: National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999).
PUB DATE- 99
NOTE- 344p.; For selected individual papers, see IR 019 709-719. For 1998 proceedings, see ED 419 491.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Science; *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Technology; Elementary Secondary Education; Ethics; Faculty Development; Futures (of Society); Higher Education; *Information Technology; Library Science; Social Influences; Teacher Education; Teaching Methods; World Wide Web
IDENTIFIERS- *Technology Implementation; Technology Integration; *Technology Utilization; Web Sites

This proceedings contains summaries of sessions on topics related to the use of computing across a wide range of disciplines and levels of education, including curriculum and instructional strategies, current and emerging technologies, social and ethical issues, library/media, technology implementation, exhibitors, teacher education and training, staff development, represents a formal, professional approach to connecting with the community. The major sections of the paper cover the following topics: (1) looking at multimedia usage--the novice's perspective; (2) advantages and disadvantages of using multimedia; (3) promoting the concept of a community-based school; (4) the school administrator as a public relations point person; (5) novices' success and easy use of multimedia; and (6) a reflection on the design process. (Contains 14 references.) (Author/MES)

ED 433 002 IR 019 726

De Cicco, Eta; Farmer, Mike; Hargrave, James
Using the Internet in Secondary Schools.
PUB DATE- 98
NOTE- 154p.; Published by Kogan Page, 120 Pentonville Rd., London N1 9JN, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Mediated Communication; *Computer Uses in Education; Foreign Countries; Internet; *Learning Activities; National Curriculum; Online Searching; Search Strategies; Secondary Education; *Secondary School Curriculum; *World Wide Web
IDENTIFIERS- Search Engines; *Technology Integration; Technology Utilization; United Kingdom; Web Browsers; Web Sites

This book provides practical information for secondary school teachers on using the Internet to enhance learning. The first chapter looks at how to make the best use of a World Wide Web browser, gives some general tips for using the Web, and examines more advanced topics such as downloading, plug-ins, and using the Web "offline." Tips on searching the Web are provided in the second chapter, including getting the best from search engines, common search features, and examples of various kinds of search engines. The next chapter addresses designing Web pages for schools, including necessary tools and the basics of site design. The fourth chapter concentrates on collaborative working and examines a range of other Internet tools. The final chapter focuses on using the Internet in the curriculum. It is organized in the curriculum areas of science (physics, chemistry, biology), mathematics, English, geography, history, design and technology, music, art, modern languages, and religious education. Each of these areas of study is presented with an introduction and a number of related activities. In most cases, the activities consist of teacher notes and pupil activity sheets. The relevant sections of the United Kingdom National Curriculum are referenced for each curriculum area and activity. (MES)

ED 433 003 IR 019 727

Hawkes, Mark; Cambre, Marjorie; Lewis, Morgan
The Ohio SchoolNet Telecommunity Evaluation. Year Three Evaluation Results: Examining Interactive Video Adoption and Resource Needs.
PUB DATE- 99
NOTE- 60p.; For a related document, see ED 393 859.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

to design a coherent minor program in information technology at the University of Arkansas at Little Rock for the non-technically oriented college student. The process consisted of three phases: site visits to five companies in central Arkansas; focus groups of employees in various information technology job types; and a World Wide Web survey of employees of information technology companies in central Arkansas. The survey consisted of four main sections focusing on demographics, non-technical soft-skills (writing and teamwork), business concepts, and technical knowledge/skills/abilities. The fourth area on technical knowledge was further subdivided into eight job clusters: computer programmers; systems/business analysts; computer engineers; database administrators; computer support specialists; network specialists; telecommunications analysts; and Internet specialists. Part 1 of this report provides an overview of the study and demographic results. The companies that participated in the initial site visits and focus groups are described in part 2. Parts 3, 4, and 5 present a detailed analysis of the data collected from the Web survey. Appendices include a copy of the questionnaire, pie chart figures of key survey results, details of soft skills results, and details of business concept results. (AEF)

ED 433 022 IR 057 407

Cylke, Frank Kurt
Technological Developments in the Delivery of Books and Magazines.
PUB DATE- 99
NOTE- 11p.; Paper presented at the National Federation of the Blind Convention (Atlanta, GA, July 5, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Blindness; Braille; Computer Oriented Programs; *Library Services; National Libraries; National Standards; *Physical Disabilities; Program Development; *Reading Materials; *Talking Books; User Needs (Information); Users (Information)
IDENTIFIERS- *Digital Technology; Library of Congress; National Information Standards Organization; *National Library Service for the Blind

The National Library Service (NLS) is developing a digital talking book and Braille book system for use by the blind and physically handicapped community. The following elements drive the design of the program: NLS offers a free library service; NLS is consumer-driven; NLS pays no royalties to copyright holders; the program is accessible to a wide variety of users; and the program's primary focus is the recreational and informational reading needs of patrons. Three assumptions have been made in planning for the next-generation talking book system: the system will be digitally based; the current cassette system will be in use for another seven to ten years; and a standard or slightly modified version of a widely-used consumer product/technology will be used to gain cost benefits of mass production. A National Information Standards Organization effort is underway to develop a standard to ensure compatibility of digital books, magazines, and playback equipment across national and agency boundaries. At the same time, four immediate tasks of the inhouse NLS group are: simulate a digital talking book using a personal computer; develop a computer-based life cycle cost analysis tool for the NLS system and candidate digital system; design and build a

Krummel, D. W.
Fiat Lux, Fiat Latebra: A Celebration of Historical Library Functions. Occasional Paper No. 209.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Libraries; *Library Development; *Library Role; Library Science; Library Services; Metaphors; Social Influences
IDENTIFIERS- *Library Growth; *Library History

Occasional Papers deal with varied aspects of librarianship and consist of papers that generally are too long or too detailed for publication in a periodical, or are of specialized or contemporary interest. This latest volume in the Occasional Paper series reviews the changing and cumulative institutional functions of libraries in Western civilization, tracing "The Seven Ages of Librarianship" from the working archives created by emerging civilizations through contemporary libraries that serve as instruments for social change. The metaphors of "lux" (light) and "latebra" (refuge) are used to characterize how the library serves today's communities. (AEF)

ED 433 042 IR 057 428

de Usabel, Frances; Swanson, Coral S.
Public Library Services for Youth with Special Needs: A Plan for Wisconsin. Bulletin No. 99231.
PUB DATE- 99
NOTE- 62p.; Developed by the Task Force on Youth with Special Needs.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Childrens Libraries; Disabilities; Guidelines; *Library Planning; *Library Services; Program Development; *Public Libraries; Special Needs Students; Special Programs; State Programs; *Youth Programs
IDENTIFIERS- *Wisconsin; Wisconsin Department of Public Instruction

This document provides guidance and practical suggestions for Wisconsin public libraries in ensuring that all youth will have convenient and equitable access to materials and technology at public libraries to meet their informational, educational, cultural and recreational needs. The body of the document is the plan itself, which includes goals, objectives, and possible activities for public libraries, public library systems, and the Division for Libraries, Technology, and Community Learning of the Wisconsin Department of Public Instruction. Public libraries are the primary focus of the plan, and specific activities are described that public libraries can consider in efforts to improve library services to youth with special needs. In addition to the plan itself, statewide demographic data are given for comparison with local service areas. The plan is based on results of a March 1998 statewide conference; in conjunction with the task force members' thoughts about societal trends and their implications for public library service, the summary of the conference results is given. All sections offer topics for discussion and exploration at librarian and board of trustees meetings, or in talks with possible agency partners in the community. Appendices include survey form and results; selected collaboration resources;

ED 433 060 JC 990 554

Prather, George
Los Angeles Community Colleges Fall 1996 Comparative Staffing Study.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Colleges; Comparative Analysis; *Educational Policy; Faculty Evaluation; *Faculty Workload; *Full Time Faculty; Organizational Development; Program Evaluation; Tables (Data); Teacher Student Relationship; Teaching Load; Two Year Colleges; Working Hours
IDENTIFIERS- *Los Angeles Community College District CA

This study presents information on instructional staffing in the Los Angeles Community College District in a format that facilitates the development of staffing standards appropriate to specific disciplines or program areas. This year's study compares Fall 1996 staffing levels in three different ways: (1) data on Full-Time Equivalent Faculty (FTEF) per Weekly Student Contact Hour (WSCH) are arrayed by discipline or program area permitting comparisons across colleges in each area; (2) selected highest previous District averages within each program area from the period since 1981 are presented for historical comparison; and (3) highest state averages within each program area from the period from 1988 to 1993 are also shown where available so that comparisons with other community colleges can be made. In all but two area groups, the Fall 1996 District average WSCH/FTEF was below previous District averages. In most cases all of the colleges in Fall 1996 were below previous District averages within each program area and generally were below state figures. In the three largest program areas, English, Math, and Social Sciences, the District average WSCH/FTEF had fallen from the previous high average by 17 percent, 16 percent, and 22 percent respectively. Across all program areas, 326 less hourly-rate FTEF might have been expended if previous averages were preserved. (JL)

ED 433 061 JC 990 555

Prather, George
Department/Division Data Book, 1993-1997: Fall WSCH Trends and Staffing Patterns.
PUB DATE- 98
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; *College Faculty; *Community Colleges; Faculty Evaluation; *Faculty Workload; Full Time Faculty; Organizational Development; Tables (Data); Teacher Student Relationship; Teaching Load; Two Year Colleges; Working Hours
IDENTIFIERS- *Los Angeles Community College District CA; *Weekly Student Contact Hours

This data book presents statistical data relating fall weekly student contact hours (WSCH) per full-time equivalent faculty (FTEF), from 1993-1997, by discipline, for each of the Los Angeles Community College District's nine colleges. Introductory comments indicate that between 1981 and 1997, faculty engaged in instruction declined from over 2,700 full-first language--the language spoken at home--will also support the development of English. Following an introduction, the manual presents brief descriptions of the program's recommendations to train staff to use language strategies with children, train staff to train parents/families, and train parents/families. The third section details the program's conceptual framework and the three language facilitation strategies: Comment and wait; Ask questions and wait; and Respond by adding a little more (CAR). The fourth and fifth sections of the manual outline specific agendas for six training sessions for staff and for families, respectively, and provide important support for the content in the videotapes. The final section of the manual lists references and resources. Background information for trainers and reproducible handouts for each training session are appended. The two companion videotapes provide specific language building strategies that will enhance typical early childhood classroom routines and parent-child interactions. The first videotape shows how parents and teachers can facilitate children's language while looking at picture books; the second focuses on language facilitation during play. (HTH)

ED 433 080 PS 026 956

Brown, Thomas
"...but names will never hurt me". Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Adolescents; *Aggression; Behavior Change; Behavior Problems; Bullying; Change Strategies; Children; Elementary Education; *Emotional Response; *Peer Acceptance; *Peer Relationship; Self Esteem; *Verbal Abuse; Videotape Recordings
IDENTIFIERS- Teasing

While most are familiar with the expression, "Sticks and stones may break my bones, but names can never hurt me," children are often hurt by name-calling. This video with accompanying six page study guide is intended to show the effects of name-calling and inspire children to treat others with kindness and acceptance. The 22-minute video depicts a girl excluded and ridiculed by her peers, her reaction to the torment, and the efforts of a classmate to befriend her and enlighten the class. The guide first presents pre-presentation activities, summarizing the video and its overall goal. The guide next outlines presentation activities, including questions for discussion prior to viewing the video, and questions for eliciting responses to the video and to the problem of verbal abuse. Follow-up activities are then outlined, including development of a classroom action plan and classroom exercises. The guide concludes with annotated resources on bullying. (HTH)

ED 433 081 PS 027 111

Ferguson, E. Elaine, Ed.
Connections. 1997-1998.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Qualifications; *Administrators; *Behavior Disorders; *Certification; *Day Care; *Disabilities;

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Children; *Childrens Rights; Foreign Countries; Government Role; International Organizations; Nongovernmental Organizations; Public Agencies; Public Policy
IDENTIFIERS- *United Nations Convention on Rights of the Child; Yemen

Nearly a decade after ratification of the Convention on the Rights of the Child (CRC), more information is needed about how it is being used to advance children's rights. The Yemen CRC Impact Study is part of the International CRC Impact Study, a project of Radda Barnen/Swedish Save the Children. The study's focus is on how and whether the Yemeni governmental and non-governmental organizations, international non-government organizations, media, research institutions, United Nations agencies, and others are changing their programming and policies in response to the CRC. Data were gathered through interviews, report and record analysis, and a survey of donor organizations. The findings indicated that there has been a modest effect of the CRC in Yemen. Institution-building and the effectiveness of programs related to the CRC are proceeding in a positive direction, but not in an even, organized, or rapid fashion. Government institutions chosen to further CRC implementation are under-resourced, have low credibility, and are not high enough in the organizational hierarchy to make real impact. For both governmental and non-governmental organizations, sustained attention is needed to essential tasks of the CRC implementation process. UNICEF has worked primarily from a basic needs perceptive until 1997 and is now developing a rights perspective, whereas Radda Barnen has acted as a catalyst to encourage governmental and non-governmental organizations to work toward CRC implementation. The recommendations from the study concentrate on institution-building rather than implementation of specific articles of the CRC, and attempt to target present weaknesses in Yemeni institutional capacity. (KB)

ED 433 098 PS 027 766

Burhorn, Gayle E.; Harlow, Beverly A.; Van Norman, Jeanine Fox
Improving Student Motivation through the Use of Multiple Intelligences.
PUB DATE- 99
NOTE- 59p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Classroom Environment; *Cooperative Learning; *Elementary School Students; Grade 3; Interpersonal Competence; Kindergarten; *Kindergarten Children; *Multiple Intelligences; Primary Education; Program Effectiveness; Student Attitudes; Student Behavior; Student Improvement; *Student Motivation; Teaching Methods

This action research project examined the impact of using cooperative learning activities and multiple intelligences teaching techniques on the motivation of kindergartners and third graders at two elementary schools in a rural Illinois community. Over 50 percent of the school populations were low-income, and over 6 percent had limited English proficiency. Two groups of students participated in the study, one classroom of 22 third graders and one classroom of 24 all-day kindergarten students. The extent of disruptive behavior and low motivation

Development Survives in a World Where Everything Else Has Changed" (Miller), "Giving Voice to Our Hidden Commitments and Fears: A Conversation with Robert Kegan," "Businesspeople and Educators Have a Lot to Learn from Each Other" (Arnett); (2) March-April--"The Numbers Game Yields Simplistic Answers on the Link between Spending and Outcomes" (Sadowski), "The Physically or Sexually Abused Child: What Teachers Need to Know" (Fossey); (3) May-June--"Despite the Promises, School Choice Can Worsen Racial and Social Class Inequities" (Tovey), "Money Matters Here: Programs That Work" (Sadowski), "How School Mathematics Can Prepare Students for Work, Not Just for College" (Forman and Steen); (4) July-August--"The Textbook Business: Education's Big Dirty Secret" (Webb), "A Narrowly Gender-Based Model of Learning May End Up Cheating All Students" (Tovey), "Computers in the Classroom: Where Are All the Girls?" (Tarlin); (5) September-October--"Moving beyond Traditional Subjects Requires Teachers To Abandon Their 'Comfort Zones'" (Sadowski), "Knowing No Boundaries: A Conversation with James Beane," "Random Drug Testing of Athletes Poses Legal and Psychological Questions" (Sandler); and (6) November-December--"Shared Decision-Making by Itself Doesn't Make for Better Decisions" (Miller), "The Application Essay: Texts, Subtexts, and Teacher Intervention" (Kreisberg), "Awareness Programs Help Change Students' Attitudes towards Their Disabled Peers" (Tovey). Regular features include letters to the editor and summaries of recent educational research. (KB)

ED 433 115 PS 027 811

Miller, Eduard Ed.; Graves-Desai, Kelly, Ed.; Maloney, Karen, Ed.
The Harvard Education Letter, 1996.
PUB DATE- 96
NOTE- 50p.; Published six times a year. For 1995-1998 issues, see PS 027 810-813.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; American Indian Culture; At Risk Persons; *Block Scheduling; Dropout Rate; *Educational Change; Elementary Secondary Education; Federal Legislation; History Instruction; *Incentives; Invented Spelling; Lecture Method; Mathematics Education; Middle Schools; Multicultural Education; Newsletters; *Phonics; Plagiarism; Reading Instruction; Science Education; *Standards; Stereotypes; Story Telling; Student Attitudes; Theory Practice Relationship; *Whole Language Approach; Youth Problems
IDENTIFIERS- Goals 2000; *School Uniforms

This document is comprised of volume 12 of the Harvard Education Letter, published bimonthly and addressing current issues in elementary-secondary education. Articles in this volume include the following: (1) January-February--"Early Reports From Kentucky on Cash Rewards for 'Successful' Schools Reveal Many Problems" (Miller), "New Ideas Like Collective Incentives and Skill-Based Pay Raise the Same Old Questions" (Sadowski, Miller); "Recognizing Signs of Stress Is the First Step in Keeping Kids from Living in the Streets" (Posner), (2) March-April--"Whole Language or Phonics? Teachers and Researchers Find the Middle Ground Most Fertile" (Matson), "The Case of Invented Spelling: How Theory Becomes Target Practice" (Miller), "Creating Family Stories Leads Students to a Richer Understanding of U.S. History" (Gow, Davino); (3) May-June--"Perception Versus Reality: School Uniforms and the 'Halo Effect'" (Posner), "Five Reasons Students Plagiarize, and What Teachers Can Do about It" (Tarlin), "Kidding Ourselves about

Counseling; Career Education; *Career Guidance; Cooperative Programs; Educational Demand; Educational Opportunities; Educational Supply; Foreign Countries; Information Centers; *Information Services; *Lifelong Learning; *National Programs; *Partnerships in Education; Program Development; Program Implementation

IDENTIFIERS- *University for Industry (Great Britain)

The University for Industry (UFI) and local information, advice, and guidance (IAG) partnerships are two key aspects of the British Government's lifelong learning strategy. UFI's key role is to expand the demand for and supply of learning and to exploit the learning potential of information and communication technologies. The main UFI activities likely to impinge directly on local IAG services are Learning Direct and UFI Learning Centres. UFI would develop and run Learning Direct as a freely available public service, offering impartial information and advice on the full range of learning opportunities. Learning Direct would be made available on the Internet. A nationwide network of UFI-endorsed Learning Centres would offer learners points of entry into learning, learning facilities, and learner support services; UFI Learning Advisors would offer advice and learner support. The government intends to promote a partnership approach to the delivery of local IAG services likely to involve a contract with a single lead organization. An important issue is the relationship of UFI and IAG partnerships to the new Lifelong Learning Partnerships, strategic bodies designed to bring greater coherence to local learning provision, and the development of local targets linked to the new National Targets for Education and Training. Recommendations have been made for the following: (1) Learning Direct and IAG partnerships; (2) UFI Learning Centres and IAG partnerships; (3) role of the lead organization in IAG partnerships; (4)a seamless service; (5) quality, (5) branding, and (6) customer focus. (YLB)

ED 432 663 CE 079 005

Asch, Beth J.; Kilburn, M. Rebecca; Klerman, Jacob A.

Attracting College-Bound Youth into the Military. Toward the Development of New Recruiting Policy Options.

SPONS. AGENCY- Office of the Secretary of Defense (DOD), Washington, DC.

PUB DATE- 99

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Armed Forces; *College Bound Students; College Students; Education Work Relationship; Higher Education; *Military Personnel; *Military Service; *Military Training; Personnel Needs; Policy; Policy Formation; Postsecondary Education; *Recruitment; *Veterans Education

IDENTIFIERS- *Military Recruitment

The armed services prefer to recruit high quality youth because they perform better and have lower attrition rates. Yet competition for this group is increasing because of fundamental changes in the civilian opportunities that these youth face. One of the most dramatic changes is the enormous increase in the relative returns from attending college that have occurred over the last 20 years. This report summarizes the findings of the first year of a 2-year project that seeks to provide input necessary for the development and expansion of programs intended to improve the services' ability to compete against post-secondary institutions and subsequent civilian skilled

Maker " (Patricia Preciado Martin); "Talking to the Dead" (Sylvia A. Watanabe); and "Mountain Biking and the Pleasures of Balance" (Marti Stephen). (MN)

ED 432 680 CE 079 031

Bennett, Darla
Externships: Employers and Educators in Partnership. A Cookbook for Success.
PUB DATE- 99
NOTE- 40p.; Document contains light type.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competence; *Education Work Relationship; Elementary Secondary Education; *Field Experience Programs; *Inservice Teacher Education; Job Skills; Professional Development; Program Development; Program Implementation; *School Business Relationship; Teaching Methods; World Wide Web
IDENTIFIERS- Colorado

This guide describes the benefits of and implementation procedures for educator externships, worksite experiences that help teachers improve their teaching. Benefits for teachers, business mentors, and students are described. Teachers become more aware of the changing competencies, skills, and attitudes needed in the workplace, establish links with employers and learn to apply classroom subject matter to real world applications; and business mentors gain a realistic perspective of teaching and learning in schools today, develop connections with teachers and students, help influence school curriculum and instructional practices, and help prepare students with the skills they need to enter the work force. Students whose teachers have had an externship have an opportunity to understand how what they learn in the classroom connects to real-life applications, to participate in an active learning environment, and to identify the skills and competencies required to be successful citizens, family members, and workers. The guide, based on a program in Colorado, provides information and documentation for conducting an educator externship program. The following materials are provided: (1) timeline; (2) course syllabus; (3) flyer and registration form; (4) an information packet consisting of a confirmation letter, a career interest pathway selection form, description of career interest pathways, and Colorado workplace competencies; (5) an information packet consisting of an agenda, a list of pre-orientation expectations, and PathFinder instructions for a database on the World Wide Web; (6) an employer packet with a letter to employers and a description of the role of employers; (7) a lesson plan format; (8) evaluation forms for educators and employers; and (9) a list of five references. (KC)

ED 432 681 CE 079 032

McKenzie, Ann; Hodge, Robyn
Employee Development Programs: A Lateral Look at Workplace Learning.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English

Nisivoccia, Joseph D.
Meeting the Educational and Social Needs of the Students in Senior Family Life Class through Cooperative Learning.
PUB DATE- 96
NOTE- 13p.; Summary of Ed.D. Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *Cooperative Learning; Curriculum Development; *Educational Needs; *Family Life Education; Grade 12; Group Activities; High Schools; Models; *Sex Education; Skill Development; *Small Group Instruction; *Social Development
IDENTIFIERS- Florida

A cooperative learning model was used in Florida to change the state-mandated grade 12 course called Family Life and Sex Education, which had been found deficient in meeting students' educational and social needs. Pretest data before the change in model indicated a lack of knowledge that had a detrimental effect on thinking and problem-solving ability. A reading questionnaire indicated students did not read an adequate amount of materials to increase their knowledge. Classroom observations showed that many did not interact in a productive manner, display satisfactory work habits and study skills, share ideas and work, network, cooperate, or communicate. Possible contributing factors to ineffective instruction included the following: (1) a technical and anatomy-based curriculum not structured toward the more important emotional and social issues; (2) textbook and materials that lacked relevant, contemporary information in an exciting, interesting format; (3) few provisions for alternate teaching methods; and (4) inadequately trained teachers. The cooperative learning model was designed to develop students' educational, social, and lifetime skills by motivating them with personal and group responsibilities. The cooperative reading and writing project increased appreciation for reading information on family life and human sexuality. Students felt more comfortable in small cooperative learning groups that provided intrinsic, social, and ego-integrative motives. The small cooperative groups also positively affected all students' academic achievement, increased information retention, and enhanced self-esteem, social acceptance, and development of social and lifetime skills. (Contains 13 references.) (YLB)

ED 432 698 CE 079 063

Gender Issues. Trends in the Occupational Distribution of Military Women. Report to the Ranking Minority Member, Subcommittee on Readiness and Management Support, Committee on Armed Services, U.S. Senate.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Education; Careers; Employment Opportunities; *Employment Patterns; *Females; *Military Personnel; *Military Service; Military Training; *Nontraditional Occupations; *Sex Discrimination; Sex Fairness; Vocational Education
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Gender Issues

Zone, picks up where the handouts to the exercises leave off. The Expansion Zone provides reflective questions elaborating on the activities as well as additional exercises to help with building a portfolio. An appendix outlines parts of a functional resume, a bibliography of labor market authors, and a list of relevant career websites. (MKA)

ED 432 716 CG 029 435

Bezanson, Lynne; Hopkins, Sareena
Building Better Career Futures: Facilitator Guide.
PUB DATE- 98
NOTE- 158p.; For other course components, see CG 029 433 and CG 029 434.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Adolescents; Career Development; Career Planning; Concept Mapping; Decision Making; Foreign Countries; Intervention; Job Skills; Labor Market; *Lesson Plans; Metaphors; Portfolios (Background Materials); Values
IDENTIFIERS- Canada; *Facilitators; Reflective Thinking

This guide, designed to be used by facilitators of the Building Better Career Futures, a comprehensive career development program for young adults, is to be used in conjunction with the Backgrounder and the Portfolio Builder. It includes an introduction to the full program and lesson plans for all topics. Each lesson plan begins with a cover sheet outlining the topic content; a list of any materials that will be needed; the objectives of the session; and relevant pages for reference in the Backgrounder. The lessons themselves include a detailed outline for delivery, key learning points, and samples of suggested flipcharts/handouts. The lessons are divided into the four parts of the program. The first section is "Understanding Career Development," which discusses current foundations in career development that support action and success. The second section, "Opportunities in the Labour Market," includes strategies related to making sense of the labor market, opportunity awareness, assessing labor market information, and employability skills. "Opportunities for Me" includes activities concerning personal metaphors, values, dependable strengths, mapping, and a career-life project. The final section, "Taking Charge," includes activities about moving to decision-making and career action, whole-brained decision making, and goal tests and contingencies. (Includes a list of 20 resources.) (MKA)

ED 432 717 CG 029 446

Bonilla, Carlos A., Ed.; Lauderdale, Katherine, Ed.; Roberson, Jerry L., Ed.
Chaotic Conversation: A Foray into the Complex World of Communication.
PUB DATE- 98
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Advertising; Body Language; Brain; Children; Depression (Psychology); Family Violence; Infants; *Interpersonal Communication; *Interpersonal Relationship;

Panel, established at the request of Congress, addresses the research done regarding children mastering essential reading skills and the need for early intervention. It gives a list and short biography of the 14 panel members and discusses logistics of the panel. The paper presents accomplishments to date followed by a section devoted to public response. It discusses the structure of methodology used to assess how children learn to read and, finally, looks at the "Job Ahead" by discussing future objectives of the panel. (SC)

ED 432 738 CS 013 658

National Reading Panel Regional Meeting Synthesis.
PUB DATE- 98
NOTE- 29p.; Prepared by the Widmeyer-Baker Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; *Parent Participation; Professional Development; *Reading Comprehension; *Reading Instruction; *Reading Research; Special Needs Students; *Teacher Researchers
IDENTIFIERS- *National Reading Panel; Phonemic Awareness

Discussing how the National Reading Panel is searching to gain valuable perspectives and insights from practitioners and other stakeholders engaged in the teaching and learning of reading, this paper considers insight from practitioners outside of the panel members. It reviews the major concepts discussed at five regional meetings of the National Reading Panel conducted May to July 1998. It discusses parameters of reading research and the teacher's involvement in research. The paper discusses effective reading instruction and considers the development from phonemic awareness to comprehension. It also discusses measures for professional development. A section is devoted to parent's involvement in learning to read and to special needs children, respectively. The paper concludes by discussing what the panel learned from local meetings. (SC)

ED 432 739 CS 013 661

Jacobs, George M.
Cooperative Learning Techniques in Reading Instruction.
PUB DATE- 98
NOTE- 13p.; Workshop presented at the SAAL and STU Seminar on Reading in a Multilingual Context: From Theory to Practice (Singapore, June 2-3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cooperative Learning; Elementary Education; *Reading Instruction; Teaching Methods; Workshops; World Wide Web

Defining cooperative learning (CL) as a collection of concepts and techniques for enhancing the value of student-student interaction, this paper describes a workshop presenting key CL concepts. It describes two CL techniques that can be used in the teaching of reading and highlights connections between CL concepts and these two techniques. The paper provides activities using the techniques with four inter-related texts on the environment for the workshop participants. Contains 9 references; 4 appendixes contain Internet resources on

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Dissonance; Curriculum Research; Educational Practices; Focus Groups; High School Students; High Schools; *Reflective Teaching; *Student Attitudes; *Student Reaction; *Teacher Student Relationship; *Writing Instruction; Writing Research

Close analysis of both the explicit and implicit curriculum is necessary to truly understand the kind of work relationships educators develop with their students and what values, epistemologies, and belief systems they are going to appreciate as a result of the collective educational experience. The analysis began with student voices and experiences as the researchers tried to peel away the multiple layers of their teaching and learning--several high school students were contacted and asked if they would be willing to talk about their experiences with the writing curricula in their respective schools. Focus group sessions were conducted with two different groups (n=7), and the conversations were organized around their writing experiences in and out of high school, specifically on the writing curricula. The conversations with the students are described and analyzed. First, the paper contextualizes the students' school experience and provides a review of their reactions to this highly structured, highly regulated writing environment along with their suggestions for how to improve their writing experiences. The paper then chronicles the cognitive dissonance these students are subjected to as a result of conflicting personal and institutional conceptions of writing and suggests that their experiences argue convincingly for a more postmodern, aesthetic writing curriculum. The possible consequences of not reconceptualizing the high school writing curriculum are explored. Contains 17 references. (NKA)

ED 432 760 CS 216 795

Leu, Donald J., Jr.; Kinzer, Charles K.
Effective Literacy Instruction, K-8. Fourth Edition.
PUB DATE- 99
NOTE- 684p.; Revision of "Effective Reading Instruction, K-8. 3rd edition" (ED 379 613).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Classroom Techniques; Computer Uses in Education; Elementary Education; Emergent Literacy; Instructional Innovation; *Reading Instruction; Reading Material Selection; *Reading Writing Relationship; *Student Evaluation; *Writing Instruction
IDENTIFIERS- Balanced Literacy

Systematically integrating technology with accepted practices for teaching reading in a balanced literacy education program, this book helps to develop insightful teachers empowered to make thoughtful decisions about reading instruction. Updated and extensively revised with new material throughout, this fourth edition features a balanced philosophical approach, systematically integrated instructional strategies, a more

ED 432 781 CS 216 828

Kirsh, Steven J.
Comparing Animated Film and Newspaper Portfolio Writing Assignments.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; *Child Development; Comparative Analysis; *Critical Thinking; *Films; Higher Education; *Portfolio Assessment; *Writing Assignments; Writing Research
IDENTIFIERS- New York

Writing assignments involving newspaper portfolios or analyzing the content of a film (animated or live action) are interesting because they help students become involved with course content and improve students' critical thinking. A study examined writing assignments of these types from 21 students taking two sections of a course on child development offered at a mid-sized school in western New York. Students wrote two term papers during the semester course. One term paper required students to identify and explain 10 aspects of child development depicted in an animated film. The second term paper required students to develop 20-item newspaper portfolios. Both assignments required using theory and research from the course. Results indicated that students perceived the animated film assignment to be more useful as a critical thinking exercise than the newspaper portfolio assignment. (NKA)

ED 432 782 CS 216 829

Masters, Susan Rowan
Teaching Guides: "Summer Song" and "Libby Bloom."
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Interests; *Childrens Literature; Class Activities; Elementary Education; *Interdisciplinary Approach; *Thematic Approach
IDENTIFIERS- *Response to Literature; *Trade Books

These two teaching guides, one for the novel "Summer Song," (appropriate for grades 5 through 8) and one for the novel "Libby Bloom" (appropriate for grades 3 through 6) are designed to help teachers use these children's books in interdisciplinary classroom settings. The "Summer Song" guide offers thematic links on the topics of "friendship," "family," "compromise," and "separation and loss," and interdisciplinary links for language arts, math, social science, music, and art. The guide provides thematic links on the topics of "friendship," "family," and "self confidence," and interdisciplinary links for math, social studies, language arts, music, art, computers, and science. (NKA)

ED 432 783 CS 216 835

McFarland, Katherine P.
Designing an Effective Action Research Project in the Language

representing a wide array of positions. Following overviews of entrepreneurial education in each of the three countries, the results of the study are presented. The findings indicate that in all three countries a free-market economy was the dominant metaphor underlying new developments in education. The educational reforms in these countries were connected to the same pressures that drove economic competition. This was particularly true in the U.S. and the U.K., where education has been blamed for failing in its mission. The report uses maps or "social cartographies" to represent each country's educational climate. (Contains 23 references and 4 figures.) (RJM)

ED 432 804 EA 029 946

Slavin, Robert E.; Madden, Nancy A.
Roots & Wings: Effects of Whole-School Reform on Student Achievement. Report No. 36.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Curriculum Development; *Educational Change; Educational Improvement; Elementary Secondary Education; Program Descriptions; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Roots and Wings Program

This report describes the Roots & Wings (R&W) program. It presents the research on R&W carried out to date and discusses R&W's impact on research, development, and evaluation for school reform in general. The program is an extension of the Success for All whole-school reform model. R&W took the existing reading, writing, language arts, preschool, tutoring, family support, and assessment components of Success for All, upgraded them, and developed a training infrastructure. The booklet outlines the R&W program and offers details on its various components: early learning programs, reading programs, reading tutors, writing and language arts, mathematics, social studies and science, family support and integrated services, after-school programming, site-based management, facilitators, and special education. Program evaluations of R&W are offered for the pilot program in St. Mary's County, Maryland, and for the first school to implement the program outside of Maryland, in San Antonio, Texas. The report concludes that R&W offers schools a comprehensive means of implementing research-based reforms in all academic subjects and all grade levels and shows what can be achieved in high-poverty schools willing to undergo and sustain whole-school reforms. (Contains 20 figures that chart program successes.) (RJM)

ED 432 805 EA 029 947

Tobin, Tary; Sprague, Jeffrey
Alternative Education Programs for At-Risk Youth: Issues, Best Practice, and Recommendations.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

analysis, and to encourage multiple perspectives. (RJM)

ED 432 824 EA 029 974

Powell, Judith; Blackorby, Jose; Marsh, Julie; Finnegan, Kara; Anderson, Lee
Evaluation of Charter School Effectiveness. Interim Study .
SPONS. AGENCY- California State Legislative Analyst's Office, Sacramento.
PUB DATE- 97
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Charter Schools; Comparative Analysis; Educational Administration; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Governance; Public Schools; *School Effectiveness
IDENTIFIERS- California

This report contains the interim findings of the Evaluation of Charter School Effectiveness. The study team collected and analyzed data on organizational arrangements and instructional activities implemented in charter schools to assess the impact of charter schools on teaching and learning. The study focused on four research questions: What is the educational performance of charter schools when compared with noncharter public schools? What are the characteristics of charter schools on a range of factors, including student body, educational programs and philosophy, and governance? What features of charter school educational programs are associated with particular educational outcomes for charter school students? and What practices of sponsoring districts and other educational administrative units help or hinder charter schools in implementing their educational programs as they intended? Although the study uncovered general characteristics common to charter schools, each charter school was found to be a unique educational organization. They varied widely on many variables, differing from noncharter public schools on key factors, but they also approached the state average on key student and teacher characteristics. Differences and similarities sometimes depended on the level of analysis. Six appendices include a profile of charter school survey respondents, survey instruments, interview study protocols, supplemental within-district comparison data, charter school law, and charter study advisory panel members. (Contains 19 figures, and 18 tables.) (RJM)

ED 432 825 EA 029 975

Public School Funding Formula Task Force. Final Report.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgeting; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *Public Schools; School District Spending
IDENTIFIERS- *New Mexico

This report presents the findings and recommendations of a study of New Mexico's financing of education. A task force, created in 1995 by the state legislature, was charged with reviewing public school funding for the purpose of introducing

Language Your Own" exercise, application activities, and references. An appendix contains answer keys for the self-evaluation and make the language your own sections.(CR)

ED 432 844 EC 307 327

Hilton, Alan
Returning Students with Severe Disabilities to Inclusionary Settings.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual International Conference on Mental Retardation and Other Developmental Disabilities (6th, Maui, HI, February 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Delivery Systems; Educational Attainment; Educational Cooperation; Elementary Secondary Education; *Graduation; *Inclusive Schools; Mainstreaming; Models; *Parent Participation; Pilot Projects; Private Schools; *Severe Disabilities; Student Placement
IDENTIFIERS- California

This paper describes the outcomes of 11 California pilot projects designed to return students with disabilities to public education. A total of 220 students with severe disabilities who had been previously placed in private sites were selected to participate based on class communication between the public and private settings. Service delivery models varied from site to site and included merging reintegrated students into existing special education classes, development of new classrooms at a school, and the development of schools within an existing school. Results of the pilots indicated: (1) 43 percent of the students who reintegrated into public schools either graduated or were placed in general education classes, and 12 percent were returned to private school placements by the local education agency (LEA); (2) each pilot site reported cost savings from the approaches they instituted that varied from $90,000 to $466,480; (3) pilot programs reported improved levels of communication, cooperation, and coordination between the LEAs and the private sites and increased levels of interaction between the involved public agencies within the community and the LEAs; and (4) pilot programs reported they felt the structure of the pilots helped improve parent involvement in the educational process. (CR)

ED 432 845 EC 307 328

Morrow, Kimberly A.
Blind Secondary and College Students in the Foreign Language Classroom: Experiences, Problems and Solutions.
PUB DATE- 99
NOTE- 218p.; Ph.D. Dissertation, University of Kansas.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Assistive Devices (for Disabled); *Blindness; Braille; Case Studies; College Students; High Schools; Higher Education; *Inclusive Schools; Interpersonal Communication; Interpersonal Competence; Interviews; Mainstreaming; *Peer Relationship; *Second Language Instruction; Second Language Learning; Self Advocacy; Student Attitudes; *Student Needs; Teacher Attitudes

This dissertation addresses the general experience of foreign

This study examined the effect of a specialized after-school program, the Services to Youth Program (STYP), as one method of preventing the reoccurrence of criminal activity among delinquent youth. Seven African American youth who actively participated in the structured, curriculum-based after-school program were compared with a matched group of seven non-participating youth. The groups were matched for age, gender, race, socioeconomic status, grade level, type of offense, and number of adults in the household. The program met daily after school and on Saturdays for 3 hours each day for a 9-month period with a curriculum focused on causes and processes related to destructive behavior and strategies to prevent, reverse, and/or ameliorate these behaviors. Three instruments were administered at intake and at program termination: (1) the Criminal Behavior Assessment/Reassessment of Risk (a cognitive outcome measure); (2) Profile of High School Students (a cognitive outcome measure); and (3) Program Evaluation Form (an affective outcome measure). At termination, three of STYP participants had reoffended (two misdemeanors and one felony) compared with the nonparticipating youth who had all reoffended with felonies. Findings also suggested STYP participants had improved behavioral self-control and expressed increased satisfaction with the STYP program over time. (DB)

ED 432 863 EC 307 350

Massey, Tom; Kershaw, Mary Ann; Armstrong, Mary; Shepard, Jennifer; Wir, Liang
The Children's Performance Outcome Measures: Results after Six Months.
PUB DATE- 98
NOTE- 7p.; In: Chapter 8, "Information Systems and Outcomes Management," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; At Risk Persons; Children; Compliance (Legal); Data Collection; *Emotional Disturbances; *Mental Health Programs; *Outcomes of Treatment; Policy Formation; Program Evaluation; Services; State Legislation
IDENTIFIERS- *Florida

This report describes the implementation and first 6 months of data collection of the required performance outcome measures for children receiving mental health services in Florida, as required under Florida's 1994 Government Performance and Accountability Act. This summary is of data received from August 1996 to January 1997 and includes data for both serious emotional disturbance (SED) and at risk children at admission to services, at 6 months, on the annual anniversary, and at discharge. Data were obtained for more than 6,900 children, of whom approximately 61 percent were male, 73 percent were considered seriously emotionally disturbed, and 22 percent were judged to be at risk for SED. Approximately 73 percent lived with their biological or adoptive families and 78 percent were Medicaid eligible. Outcome measures included: (1) days spent in the community, (2) school attendance, (3) number of child arrests, (4) functional level of the child, and (5) family satisfaction with services. Data are to be used for monitoring contract compliance and to inform the state for planning and long-term decisions regarding services, consumers, and the system of care. Evaluation suggests that there has been facilities in schools, provides reference information and guidance for making sure schools can provide quality food service. The handbook's first six chapters include explanations on how to start a school food service design project; required space, including kitchen work flow and materials that should be used and why; equipment recommendations and locations; heating, ventilation, and air conditioning requirements; and ideas on writing food service equipment specifications. Remaining chapters address what information is needed for designing food service facilities during renovations, additions, and new construction; and tips for non-architects on what architects do and how to read architectural drawings. Appendices provide a glossary of terms, a resource list, a sample checklist for plan approval of food service, and a facility planning data sheet. (GR)

ED 432 882 EF 005 318

Nettles, Mary Frances; Carr, Deborah H.
Guidelines for Equipment To Prepare Healthy Meals.
PUB DATE- 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities; Elementary Secondary Education; *Equipment; *Food Service; *Guidelines; Public Schools
IDENTIFIERS- Dietary Guidelines for Americans; *Food Preparation; *Menu Planning

The National Food Service Management Institute (NFSMI) has conducted a project to develop guidelines on the type of preparation equipment needed in school kitchens to produce meals that meet the nutrition standards of the Dietary Guidelines for Americans (DGA). The guidelines provide detailed descriptions of food preparation equipment items, questions to consider when purchasing each equipment item, and forms that food service directors can use for equipment purchasing. Each equipment description provides the numbers of meals prepared per day and the number and type of equipment needed to meet each volume level. The guidelines also present two sets of cycle menus for breakfast and lunch that met USDA regulations, were consistent with the nutrition principles of the DGAs, and were representative of menus served in schools. Appendices provide samples of menus and equipment recommendations that were mailed to an expert panel, nutrient analysis of the cycle menus, equipment purchase decision forms, and suggested equipment for conventional kitchens. (Contains 22 references.) (GR)

ED 432 883 EF 005 491

Wells, Leslie J.; Shapiro, Richard; Felsburg, Robert W.
Schools Located Near Highways: Problems and Prospects. Final Report and Case Studies.
SPONS. AGENCY- Federal Highway Administration (DOT), Washington, DC.
PUB DATE- 77
NOTE- 474p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Air Pollution; Case Studies; Colleges; *Educational

Public Schools; Questionnaires; Surveys
IDENTIFIERS- Caribbean; Retrofitting; *Saint Kitts and Nevis

This document outlines the existing conditions of school buildings and their vulnerability to natural hazards on the island of St. Kitts, and makes recommendations on how to better protect them from these hazards. Profiles of the schools are detailed and the roles and responsibilities of the various organizations concerning construction, reconstruction, retrofitting, and damage repair are highlighted. Also included is an assessment of the types and prevalence of specific natural hazards that can affect the islands and the vulnerability of each school to these hazards. The existing policies pertaining to school buildings and shelters are addressed along with existing norms, performance standards, and building codes, as well as maintenance, and community involvement. Final comments explore the processes in school infrastructure, including design, construction, retrofitting, and repair, and the existing country plans and strategies in disaster planning. A list of conclusions and recommendations to make school buildings less vulnerable to natural hazards concludes the report. An appendix contains the mandates related to vulnerability reduction in the education sector. (GR)

ED 432 903 EF 005 586

Bastidas, Pedro
Maintenance Manual for School Buildings in the Caribbean.
PUB DATE- 98
NOTE- 18p.; Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project To Reduce the Vulnerability of School Buildings to Natural Disasters.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Guidelines; *Public Schools; *School Maintenance
IDENTIFIERS- *Caribbean

A manual provides guidelines for school maintenance activities for schools located in the Caribbean, and examines the organization of a maintenance program, the inspection process, and the maintenance plan. The assessment process is detailed and forms are provided for assessing school roofs, building exteriors and interiors, plumbing, electrical systems, and grounds. (Contains 17 references.) (GR)

ED 432 904 EF 005 592

Wood, Sue
Access for Disabled People to School Buildings: Management and Design Guide. Building Bulletin 91.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (For Disabled); Check Lists; *Disabilities; *Educational Facilities Design; Elementary Secondary Education; *Facility Guidelines; Foreign Countries;

include: "A High School/University E-mail Partnership Project" (Rita El-Wardi, Ann Johns); "Asian International Students' Preferences for Learning in American Universities" (Jose Galvan, Yoshifumi Fukada); "Mishearings of Content Words by ESL Learners" (Tetsuo Harada); "Vietnamese High School Graduates: What Are Their Needs and Expectations?" (Van Dees, Melissa McDonald); "Results of the 1997 CATESOL College/University Survey" (Janet Eyring); "A Fulbrighter's Experience with English Language Teaching in Tunisia: The Land of Mosaics" (John Battenburg); "Learning Environments for Adult Learners: Implications for Teacher Development" (Jim Scofield); "Teaching Grammar: What Do Employers at the Post-Secondary Level Expect?" Dorothy Messerschmitt); and "The Web of Classroom Exchanges" (Stephanie Vandrick, Dorothy Messerschmitt). Book reviews are also included. (MSE)

ED 432 925 FL 025 942

Ghosn, Irma K.
Emotional Intelligence through Literature.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 9-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Difficulty Level; *Emotional Development; *Empathy; *English (Second Language); Language Skills; *Literature Appreciation; Neurological Organization; Predictor Variables; *Second Language Instruction; Skill Development; Student Motivation
IDENTIFIERS- *Emotional Intelligence

Children develop emotional intelligence during the early years of life, and according to some experts, emotional intelligence is a more reliable predictor of academic achievement than is IQ. However, today's children appear to be low on emotional well-being. This has potentially negative consequences, not only for academic achievement but also for personal relationships. Literature has the potential of fostering emotional intelligence by providing vicarious emotional experiences that will shape the brain circuits for empathy and help the child gain insight into human behavior. Literature will also promote language learning by enriching learners' vocabulary and modeling new linguistic structures. Moreover, literature can provide a motivating and low-anxiety context for language learning. Some successful literature-based strategies are offered to help teachers develop students' personal and emotional intelligence while also developing language skills, and demonstrate how these strategies can be adapted to different grade and proficiency levels. Emphasis is on the teaching of English as a second language. (Contains 11 references.) (Author/MSE)

ED 432 926 FL 025 943

Tulasiewicz, Witold, Ed.; Adams, Anthony, Ed.
Teaching the Mother Tongue in a Multilingual Europe.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

entrepreneurial and adaptive structures; and (6) Wirtschaftsuniversitat Wien (Austria), which is facing a major organizational reform mandated by the government. Individual chapters address: the changing nature of the university environment, theories of organizational and higher education adaptation, design of the empirical study, the case studies, and a theory of adaptation in higher education. (Contains approximately 300 references.) (DB)

ED 432 945 HE 032 253

An Overview of Independent Higher Education in Florida: Enrollments and State Funding.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Degrees (Academic); *Enrollment Trends; Financial Support; Higher Education; *Private Colleges; *State Aid; *Student Financial Aid; Tables (Data)
IDENTIFIERS- *Florida

This report reviews state funding and enrollments for the past several years at independent schools, colleges, and universities in Florida. The data presented are from 23 regionally accredited four-year colleges and universities as well as all other degree-granting private postsecondary institutions overseen by the State Board of Independent Colleges and Universities. Major conclusions indicate: first, in 1996, the independent institutions' share of enrollment in institutions awarding baccalaureate degrees was 34.2 percent; and, second, funding practices which favor non-need-based or non-student programs rather than need-based programs may diminish student access to programs in the independent sector in Florida. Tables present data on: (1) Florida Higher Education Headcount Enrollments, Fall 1988 to Fall 1996; (2) Enrollment Share for Sectors Awarding Baccalaureate Degrees, Fall 1988 to Fall 1996; (3) Appropriateness for State Funding Mechanisms for Independent Higher Education, 1990-91 to 1997-98; (4) Academic Program Contracts Funding History, 1988-89 to 1997-98; (5) Appropriations for State-Supported Education Projects at Independent Institutions, 1991-92 to 1997-98; (6) State Funding for Independent Postsecondary, Indirect Funding Mechanisms for Independent Institutions in Florida; and (7) History of Academic Contract Proposals. (DB)

ED 432 946 HE 032 254

Walpole, MaryBeth
Is the Tail Wagging the Dog? "Business Week" Rankings and Business School Faculty.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration Education; *College Faculty; *Graduate Study; Higher Education; *Program Evaluation; Questionnaires; *Teacher Attitudes; Teacher Surveys

while the number of women in science and engineering has increased significantly over the last decade, women have tended to attain degrees and academic positions in life science and psychology rather than in earth science, environmental science, mathematics, and engineering. Each essay contains references. (MDM)

ED 432 965 HE 032 673

Grant, Carl A.; Kinsler, Kimberly; Morales-Nadal, Milgra; Tittle, Carol Kehr
Education. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 73p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Curriculum; College Instruction; *Education; *Educational Research; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; Models; *Multicultural Education; Politics of Education; Race; Research Methodology; Sex Bias; Sex Fairness; *Teacher Education; Teaching Methods; Test Bias; Testing; Theories
IDENTIFIERS- Gender Issues

This collection of four essays examines the ways in which education, as a discipline, currently reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. In "Teacher Education and Multicultural Education: Research, Students, and Teaching" Carl A. Grant notes that while a growing number of universities are offering multicultural education courses, the inclusion of multicultural education in the total teacher education program structure is met with resistance at both the student and faculty level. In "Taking Teachers' Blinders Off: A Short History of the Politics of Teacher Education," Kimberly Kinsler examines the evolution of teacher education and how it is influenced by the power politics of various interest groups. In "Education: Rethinking the Discipline for Race, Class, Gender, and Ethnicity," Milgra Morales-Nadal reviews changes in texts over the last several decades and the integration of new scholarship into the teacher education curriculum. In "Testing, Scholarship, and the Curriculum," Carol Kehr Tittle reviews the research on testing, test bias, and the effects of testing on teacher education. Each essay contains references. (MDM)

ED 432 966 HE 032 674

Berkin, Carol Ruth; Howell, Martha C.; Ortiz, Altagracia; Armstead, Myra B. Young; Zinsser, Judith
History. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 68p.; For related documents in this series, see HE 032-663-689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Curriculum; *College Instruction;

computer science, distance learning, using technology to facilitate learning, and laptops. The following research papers are included: "Using Higher Order Computer Tasks with Disadvantaged Students" (Neil Anderson); "Simulations for Lifelong Learning" (Gina Cherry, et al.); "A League of Their Own: Gender, Technology, and Instructional Practices" (Dorothy Valcarcel Craig); "BEN:LINCS: A Community Model for the Pennsylvania Education Network" (Scott Garrigan); "Difficulties Bring Wisdom: Online Learners Learn How Online Communities Learn" (Lisa Herman, et al.); "A Computer Game To Teach Programming" (Ken Kahn); "Parent-Completed Screening Test for Developmentally At-Risk Young Children" (Sang Seok Nam); "Web-Based Instruction: Business Courses" (Kwi Park-Kim); "Are Academic Behaviors Fostered in Web-Based Environments?" (Mary Jo Parker); "A Self-Fulfilling Prophecy: Online Distance Learning for Introductory Computing" (Kris Powers); "Students Learning Mathematics through Computer-Aided Presentations" (Lawrence Sher and Patricia Wilkinson); "Infusing Technology into a Teacher Education Course: Elementary Teachers' Mathematical Conceptions" (Maria Timmerman); "Equity: Ownership by Minorities and Women of Research Projects" (Patricia Wilkinson and Lawrence Sher). Descriptions of NECA (National Educational Computing Association) member societies are also included. (AEF)

ED 432 985 IR 019 709

Anderson, Neil
Using Higher Order Computer Tasks with Disadvantaged Students.
PUB DATE- 99
NOTE- 9p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Equal Education; Foreign Countries; Instructional Design; Intermediate Grades; Learning Activities; *Learning Disabilities; *Mental Retardation; Peer Teaching; Pilot Projects; Prior Learning; Program Development; *Skill Development; *Special Education; Tutoring
IDENTIFIERS- Technology Integration

A pilot program initially designed for a 12-year-old girl with mild to moderate intellectual disabilities in higher order computer tasks was developed for a larger group of students with similar disabilities enrolled in fifth and sixth grades (ages 9-12) at three different schools. An examination of the original pilot study was undertaken to determine critical aspects that led to its success. This paper discusses why further research is needed into the effects of computer interventions in this area, and then focuses on development of the program for the larger group. The first stage of the intervention involved bringing participants together and introducing them to easy-to-use software. Students' interests and needs were ascertained and recorded along with their levels of prior computer experience. Once students worked through several months of less structured, easier computer tasks, they moved on to more structured activities using Microsoft Publisher. Peer tutoring needed to be continued after different steps were mastered. As skills developed, more emphasis was placed on thought-provoking elements of design and how the

DESCRIPTORS- *Adoption (Ideas); Community; Cooperative Programs; Cost Effectiveness; Distance Education; Educational Technology; Elementary Secondary Education; Faculty Development; Instructional Innovation; *Interactive Video; Networks; *Partnerships in Education; Program Effectiveness; Program Evaluation; Questionnaires; School Surveys; State Programs; Tables (Data); Telecommunications
IDENTIFIERS- Access to Technology; Impact Evaluation; *Ohio SchoolNet; *Technology Implementation; Technology Utilization

This evaluation of the Ohio SchoolNet Telecommunity program focused on key Telecommunity objectives of technology deployment, teacher professional development, and student impact. Evaluation methods included use of the Scales of Concern Questionnaire in the application of the Concerns-Based Adoption Model, as well as visits to each of the 23 funded project consortia, during which observation, interviews, focus groups, and document analysis took place. The major sections of this evaluation report address: interactive video technology adoption; perspectives of partners and content providers to schools; impact statements; the need for resources and availability; thoughts about value-added contributions of the technology from the field; and examples of Telecommunity activities. The following four key findings and related recommendations are presented in the executive summary: (1) Telecommunities appear to be moving through similar stages of technology adoption; (2) providers of content expertise and other resources are unsure how they can best participate with their school partners in deploying interactive learning technologies; (3) there are a number of significant learning impact indicators that go beyond what standardized measures will achieve; and (4) increasing pressure has been placed on the Telecommunity program to demonstrate cost-effectiveness. A copy of the questionnaire is appended. (MES)

ED 433 004 IR 019 729

Utley, Ginger; Qian, April; Eastmond, Nick
An Evaluation of the SPIES Video Series (Strategies for Preschool Intervention in Everyday Settings).
PUB DATE- 99
NOTE- 56p.; Research conducted by the class members, Introduction to Research for the Classroom Teacher Course 6550, Utah State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Evaluation Criteria; Evaluation Methods; Higher Education; Instructional Effectiveness; Instructional Material Evaluation; Instructional Materials; Interviews; Parent Materials; *Preschool Children; Preschool Education; Preschool Teachers; Questionnaires; Tables (Data); Teacher Education; Training; *Videotape Recordings
IDENTIFIERS- Utah State University

The Strategies for Preschool Intervention in Everyday Settings (SPIES), funded by the State of Utah in conjunction with the Center for Persons with Disabilities at Utah State University, is an attempt to orient parents and teachers of preschool children to ways of dealing with children with disabilities. The primary vehicle for providing this training is a series of six videotapes with an accompanying printed manual. This report details the methods and results of a SPIES evaluation that was conducted as a class project. Class members worked in teams to use the class-designed instruments to interview technical prototype digital collection accessing and archiving system; and design or select digital mastering and playback systems. (AEF)

ED 433 023 IR 057 408

Cylke, Frank Kurt
National Library Service for the Blind and Physically Handicapped, Library of Congress. Testimony Prepared for Presentation to the U.S. National Commission on Libraries and Information Science by Carolyn Hoover Sung.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Administrative Organization; *Blindness; Braille; *Library Administration; Library Role; *Library Services; National Libraries; *Physical Disabilities; Reading Materials; Tables (Data); Talking Books
IDENTIFIERS- Library of Congress; *National Library Service for the Blind

This testimony on the National Library Service for the Blind and Physically Handicapped, Library of Congress (NLS) provides information on: (1) NLS authority; (2) background; (3) functions and responsibilities; (4) Office of the Director; (5) director; (6) management; (7) budget; (8) division/section/office functions, including the Administrative Section, Publications and Media Section, Automation Office, and Research and Development Officer; (9) Materials Development Division, including the Materials Development Division Office, Bibliographic Control Section, Braille Development Section, Collection Development Section, Engineering Section, Production Control Section, Recording Studio, and Quality Assurance Section; (10) Network Division, including the Network Division Office, Consumer Relations Officer, Inventory Management Section, Music Section, Network Services Section, and Reference Section; (11) staffing; (12) appraisal; (13) staff profile; and (14) contact points. The appendix includes data on: selected trends in program activity, 1974-98; readers and circulation, 1994-98; summary of workload, 1996-2000; Braille/audio acquisition, 2000; machine production schedule, 1996-2000; Year 2000 machine/equipment acquisition; machine repairs, 1984-98; machine age distribution, 1999; network map; and digital talking book technical activity planning. (AEF)

ED 433 024 IR 057 409

Murgai, Sarla
Information Ethics for Librarians and Librarianship.
PUB DATE- 99
NOTE- 11p.; Paper presented at the University of Tennessee at Chattanooga as part of the Lecture Series on Ethics.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Censorship; Copyrights; *Ethics; Information Technology; Intellectual Freedom; Internet; *Librarians; Library Policy; Library Role; *Library Science; *Library Services; User Needs (Information)

Library Services and Technology Act projects for youth with special needs; and a bibliography. (AEF)

ED 433 043 IR 057 429

Public Library Data, FY 1996. On Disk. CD-ROM .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- app Library - A New High-Tech Center; and (9) West Virginia Wesleyan College - Laptops for Every Student. Fo,Numerical/Quantitative Data (110)
DESCRIPTORS- Data; Floppy Disks; Library Services; *Library Statistics; *National Surveys; Optical Data Disks; *Public Libraries; State Libraries; Statistical Analysis; Statistical Data; Tables (Data)
IDENTIFIERS- *Public Libraries Survey (NCES)

Five files were gathered from the Public Libraries Survey (PLS) for fiscal year (FY) 1996: (1) the Public Library Data File, including data for the universe of 8,946 public libraries identified by state library agencies; (2) the Public Library State Summary/State Characteristics File, including data aggregated at the state level for the 50 states and District of Columbia and state characteristics data; (3) the Public Library Outlet File, including the universe of 16,879 public library service outlets (centrals/main, branches, bookmobiles, and books-by-mail only); (4) the Administrative Entities Only/State Library File, including data on 130 "administrative entities only" and state libraries; and (5) the State Library Outlet File, including data on 10 state library outlets. The data are collected by a network of state data coordinators appointed by the chief officers of state library agencies in the 50 States and the District of Columbia. The FY96 PLS collected data on 50 items for public libraries--38 basic items and 12 identifying items. The basic data include population of legal service area, number of full-time equivalent staff, outlets, library materials, operating income and expenditures, capital outlay, circulation, reference transactions, library visits, public service hours, interlibrary loans, circulation of children's materials, children's program attendance, and several items on electronic technology (i.e., expenditures for materials in electronic format, expenditures for electronic access, materials in electronic format, access to electronic services, access to the Internet, and type of Internet use). Identifying information includes the entity's name, address, telephone number, county, interlibrary relationship, type of governance, administrative structure, and its qualification as a Federal-State Cooperative System (FSCS) public library. The survey collected 12 items on each public library outlet and state library outlet. These items include type of outlet, metropolitan location, population of legal service area, and number of bookmobiles. The survey also collected data on 11 identifying items on state library agencies, systems, federations, and cooperatives. Four items were collected on characteristics of the state data submission (i.e., the starting and ending dates of the FY reporting period, the official state population estimate, and the total unduplicated population of legal service areas for the state). (AEF)

ED 433 044 IR 057 430

State Library Agencies Data FY 1997. On Disk. CD-ROM .
PUB DATE- 99

time equivalents to just over 2,100. The report tracks WSCH, FTEF, and the WSCH/FTEF ratio from 1993 through 1997. ESL, PACE, GAIN, and some other special classes within the various disciplines have been identified for organizational purposes. All WSCH figures shown in tables, and those used for the calculation of WSCH/FTEF, include positive attendance and daily school contact hour (DSCH) type classes. Noncredit classes and apprenticeship courses are tracked in this report, and are shown under their appropriate departments or divisions. The intent of this report is not only to show trends on selected variables, but also to facilitate the positing of "what if" questions such as the production of WSCH at various levels of faculty FTE and WSCH per FTEF ratios. (JL)

ED 433 062 JC 990 556

Opportunity for a New Millennium.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; *College Role; *Diversity (Institutional); *Educational Finance; Educational Objectives; Educational Planning; *Educationally Disadvantaged; Financial Support; *Higher Education; Scholarship Funds; School Effectiveness; School Funds
IDENTIFIERS- *New Jersey

The New Jersey Educational Opportunity Fund (EOF) aims to provide access to higher education for disadvantaged students in order to increase diversity in New Jersey's institutions of higher education. This report is issued in accordance with the EOF Board of Directors' responsibility to inform the Commission on Higher Education, the Governor, and the Legislature about the status and process of the Fund. Key findings and recommendations include: (1) EOF's public mission needs to be broadened to include student success; (2) every institution that received public funds should continue to participate in EOF; (3) EOF's primary focus should continue to be degree seeking students and those in certificate programs; (4) improving student success must be a major long-term goal; (5) greater emphasis must be placed on connecting education with work; (6) accountability must be a core component of the Board's future planning; (7) the Board will annually request funding levels to ensure funding services, maintain partnerships, and preserve affordability; (8) a priority for future funding requests should be targeted to specific initiatives aimed at improving student outcomes; (9) attention needs to be devoted to annual student award levels; and (10) early intervention is essential to student access and success. Appendices contain eight graphs and figures detailing enrollment trends and retention rates. (JL)

ED 433 063 JC 990 557

Bennin, Hope E.
Our Lives in Community: A Learning Community Pilot Project for At-Risk Students.
PUB DATE- 99
NOTE- 32p.; Paper presented at the NISOD International Conference on Teaching and Leadership Excellence (Austin, TX, May 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Pilot Projects; *Referral; Special Needs Students; Standards; Young Children
IDENTIFIERS- Canada; Day Care Quality

This document comprises the five 1997-1988 issues of a newsletter published to disseminate information and resources to child care providers and administrators. The Fall 1997 issue discusses advocating on behalf of children. It lists five steps to take to speak out for children. The Winter 1997-1998 issue discusses mentoring. Mentoring programs are a promising and innovative approach that have the potential to enhance Early Childhood Education programs. The Spring 1998 issue focuses on the Child Care Administrator Certification and describes a pilot project to build a model for providing data to develop certification standards. The issue describes the certification process, the process for evaluating candidates, and components of the evaluation materials. The May 1998 issue focuses on implications of disruptive behavior disorders for the child care community. This issue differentiates disruptive behavior disorders from normal developmental changes, provides guidelines for identifying children with potential behavior problems, discusses the advantages of obtaining an official diagnosis, and describes possible courses of action. The Children's Relationship and Emotional Skills Training Program is also described. The November 1998 issue focuses on challenges faced by early childhood educators when they consider referring young children for special services because of suspected developmental difficulties. The issue also discusses understanding parents' needs, collecting information about the child, the parent-teacher conference, and referring a family to appropriate services. Each issue of the newsletter includes resources related to the issue's focus for child care administrators, including training opportunities and materials available through the Child Care Connections library. (KB)

ED 433 082 PS 027 151

Simpson, A. Rae
The Role of the Mass Media in Parenting Education.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 83p.; A publication of the Center for Health Communication.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Child Caregivers; Child Rearing; Computer Software; Information Dissemination; Information Industry; Information Needs; Information Sources; Internet; Mass Media Effects; *Mass Media Role; Mass Media Use; Nonprint Media; *Parent Education; Popular Culture; *Television Research

Although there has been an explosion of information and advice about child rearing in the mass media, little attention has been given to the nature or extent of the media's impact on parents or to ways in which media could be used more effectively. Based on an analysis of books, magazines, newspapers, radio, television, film, videotapes, software, and the Internet, and interviews with over 200 key professionals in fields such as communication research, parent education, journalism, and public relations, this report identifies strengths and weaknesses in media coverage of parenting. The report first reviews historical and social forces that have produced the expanded media interest in parenting. Strengths in was documented through teacher observation checklists and student attitude surveys (with a modified form administered orally to kindergartners). The 16-week intervention used multiple intelligence teaching methods, cooperative learning activities, and enhanced classroom climate to promote learning. At least two 30-minute cooperative lessons were taught each week during the intervention period. To assess the effects of the intervention, monthly tabulations of off-task behavior were maintained for October, November, January, and February. Observations were made every 5 minutes for a 30-minute period for 20 third graders and 6 kindergartners. The findings indicated that there was a 66 percent decrease in the number of off-task occurrences during seatwork for third graders and an 84 percent decrease for kindergartners. Improvements were also noted in students' abilities to work well with a partner. (Eight appendices include data collection instruments and sample lesson plans. Contains 37 references.) (KB)

ED 433 099 PS 027 768

Bausman, Kathy; Bent, Shirley; Collister, Jennifer; Post, Judy
Improving Social Skills at the Elementary and Secondary Level.
PUB DATE- 99
NOTE- 62p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Behavior Change; Behavior Problems; Classroom Environment; *Cooperative Learning; *Elementary School Students; Elementary Secondary Education; *Interpersonal Competence; Program Effectiveness; Role Playing; *Secondary School Students; Student Behavior; Student Journals
IDENTIFIERS- Social Skills Training

This action research project examined the impact of a social skills intervention to reduce the amount of inappropriate, rude, and disruptive behavior from elementary and secondary students. Targeted for this study were elementary and secondary students in three schools in rural western Illinois. The problems of lack of preparation for class, off-task behavior, inappropriate language, physical contact, lack of respect, and excessive noise were documented by means of a teacher survey and data on student discipline referrals. The 16-week intervention consisted primarily of direct instruction of social skills, formation of classroom rules, and the use of cooperative learning. In addition, role playing and physical rearrangement of classrooms were incorporated. To assess the effects of the intervention, behavior checklists, classroom performance checklists, and student reflections in pictures or journals maintained over the course of the intervention were examined. The findings indicated that at one school, there was a positive effect of the intervention on excessive talking, insubordination, and lack of class preparation and a negative effect on arguing and physical contact. At the second school, there was a positive effect on four of the targeted behaviors. There appeared to be little impact on student behavior at the third school. (The data collection instruments are appended. Contains 31 references.) (Author/KB)

ED 433 100 PS 027 770

Catlin, Kimberly S.; Lewan, Germaine J.; Perignon, Barbara J.
Increasing Student Engagement through Goal-Setting, Cooperative

School Dropout Rates" (Fossey), "'But Indians Aren't Real': What Young Children Learn about Native Americans" (Reese); (4) July-August--"Idealists and Cynics: The Micropolitics of Systemic School Reform" (Miller), "Hard-Won Lessons from the School Reform Battle: A Conversation with Ted Sizer," "The Disheartening Work of School Reform" (Sizer); (5) September-October--"Mathematics and Science Standards: What Do They Offer the Middle Grades?" (Wheelock), "Urban Middle-Grades Reform: Foundations Keep Trying" (Lewis); "Goals 2000: Pork or Progress?" (Lewis); and (6) November-December--"Just Like Starting Over: The Promises and Pitfalls of Block Scheduling" (Sadowski), "Getting Kids into the Picture: Student Drawings Help Teachers See Themselves More Clearly" (Tovey), "What's So Bad about the Lecture?" (Birk). Regular features include letters to the editor and summaries of recent educational research. (KB)

ED 433 116 PS 027 812

Graves-Desai, Kelly, Ed.; Maloney, Karen, Ed.
The Harvard Education Letter, 1997.
PUB DATE- 97
NOTE- 62p.; Published six times a year. For 1995-1998 issues, see PS 027 810-813.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; Class Size; Education Work Relationship; Educational Change; Educational Environment; Educational Quality; *Educational Technology; Elementary Secondary Education; Expectation; Family Environment; *Family School Relationship; Homework; Newsletters; Parent Participation; *Professional Development; *Reading Achievement; Standards; Teacher Expectations of Students; Teacher Researchers; *Track System (Education); Vocational Education
IDENTIFIERS- School to Employment Program; *Untracking (Education)

This document is comprised of volume 13 of the Harvard Education Letter, published bimonthly and addressing current issues in elementary and secondary education. Articles in the six issues of this volume include: (1) January-February --"Making Detracking Work" (Lynn and Wheelock), "Developing a Culture of High Expectations for Teaching and Learning" (Lynn and Wheelock), "Navigating the Political Waters" (Lynn and Wheelock); (2) March-April--"Making Schoolwork More Like Real Work" (Steinberg), "A Change in the 'Basics': Today's Graduates Need More Than the 3 R's" (Steinberg), "Clapping with One Hand: Why the School-to-Work and Standards Movements Should Be Linked" (Vickers); "A Conversation with Dennis Littky and Elliot Washor", "A National Response to Quality Counts," containing opinions of political and educational leaders (March-April supplement); (3) May-June--"A New Consensus Emerges on the Characteristics of Good Professional Development" (Lewis), "A Conversation with Linda Darling-Hammond," "System-Wide Professional Development" (Lewis), "Teacher Research as Powerful Professional Development" (Check); (4) July-August--"Language-Rich Home and School Environments Are Key to Reading Success" (Lynn), "Connecting Home and School: A Conversation with Catherine Snow," "Smaller Classes Do Make a Difference in the Early Grades" (Mosteller), "Shrinking Pains: California's Initiative to Reduce Class Size Is Off to a Bumpy Start" (Lewis); (5) September-October--"Making the Connection between Families and Schools" (Mapp), "Family Involvement in Schools: It Makes a Big Difference, but Remains Rare" (Lynn), "A School Called Victory: The Ongoing Pursuit of Parent Involvement" employment. Specifically, the report examines trends in college attendance and the economic returns from attending college, describes the options that the military currently offers to combine service and college, and enumerates the types of issues that would need to be considered in developing and expanding recruiting programs that target college-bound youth. The report should be of interest to those concerned about military recruiting as well as to the larger defense manpower research community. (Contains 33 references.) (YLB)

ED 432 664 CE 079 006

Athanasou, James A.
The Dimensions of General Vocational Interests: A Study of Australian High School Students. Occasional Paper Number 8.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Development; Foreign Countries; *High School Students; High Schools; *Occupational Aspiration; *Vocational Interests; Work Attitudes
IDENTIFIERS- *Australia

A study examined the structure of the general vocational interests of 2,709 male and female high school pupils in Australia. The study was part of the longitudinal "Youth in Transition," a national probability sample of Australian youth. Participants completed a 24-item questionnaire that reflected J.L. Holland's vocational interest typology. Multidimensional scaling was used to analyze the intercorrelation matrix, and a three-dimensional solution demonstrated only partial support for the circular ordering of interests. The theoretical consistency of the hexagonal arrangement was evaluated using a randomization test and yielded a correspondence index of only 0.24. A quasi-spherical configuration of interests emerged and the underlying dimensions of interests, namely things versus people and data versus ideas were supported. The results have implications for the classification of interests, and possible explanations of these results are discussed. document (Contains 26 references.) (Author/KC)

ED 432 665 CE 079 008

Skill Needs: Linking Labour Market Analysis and Vocational Training. Report.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Programs; Curriculum Development; *Data Analysis; Decision Making; Developed Nations; Developing Nations; *Education Work Relationship; Educational Change; *Educational Planning; Foreign Countries; Job Training; *Labor Demands; *Labor Market; Models; Needs Assessment; Outcomes of Education; Partnerships in Education; Postsecondary Education; Program Development; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- Europe (East Central); France; Germany; Hungary; Poland; Slovenia; United Kingdom

This publication contains workshop papers which discuss the link between the labor market and vocational training. Part I provides an overview of the workshop--its objectives, issues,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Corporate Education; *Education Work Relationship; Educational Benefits; *Educational Practices; Employer Employee Relationship; Foreign Countries; *Individual Development; Lifelong Learning; Program Development; School Business Relationship
IDENTIFIERS- *Australia; United Kingdom; United States

Employee development programs (EDPs) are workplace adult education programs which focus on encouraging personal growth and improving confidence and self-esteem through the provision of leisure-based programs. EDPs are determined by employee needs, offered free of charge, and conducted outside working hours. EDPs were first implemented in the United States as part of the collective bargaining agreement between the United Automobile and Aeronautical Workers and the Ford Motor Company. EDPs are now being offered to employees in the United Kingdom and Australia as well. This article focuses on two EDP programs in Australia: the Geelong program and the Yarraville program. Benefits of the EDPs to the companies include the following: improved morale and team working; greater commitment from employees to the company; improved industrial relations; lower labor turnover, absenteeism, and stress; more positive attitude toward change; creation of a culture of learning within the organization; and improved effectiveness of job-related training. The EDPs provided employees with the following benefits: improved confidence and self-esteem; renewed or new interest in learning; reduction in stress; and improved life and career prospects. Programs may be delivered in various ways ranging from "taster" workshops to 4- to 6-week introductory programs. Some of the courses that were offered in response to employee surveys included first aid for the home, introduction to computers and the Internet, low-fat cooking, and machine sewing. (MN)

ED 432 682 CE 079 034

Levenson, Alec R.; Reardon, Elaine; Schmidt, Stefanie R.
Welfare, Jobs and Basic Skills: The Employment Prospects of Welfare Recipients in the Most Populous U.S. Counties.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Economically Disadvantaged; Employment Opportunities; Employment Potential; *Employment Problems; Federal Legislation; *Illiteracy; *Job Development; Job Skills; Literacy Education; Unskilled Occupations; *Unskilled Workers; *Welfare Recipients
IDENTIFIERS- *Temporary Assistance for Needy Families

A study evaluated the basic skills and employment prospects of current adult Temporary Assistance to Needy Families (TANF) recipients. It performed an analysis for the United States as a whole and separate analyses for nearly all the 75 most populous U.S. counties, plus the District of Columbia. These counties contained 43 percent of the nation's welfare caseload. Analyses were based on a measure of basic skills different from amount of formal schooling; the measure came from the National Adult Literacy Survey. (Individuals at the lowest level of literacy, level 1, were able to locate the expiration date on a driver's

Since 1993 and 1994, significant changes in legislation and policy allow women to fly combat aircraft, serve on combat ships, and serve in combat-related occupations. As was the case in the early 1990s, a large percentage of military women continue to work in the areas of health care, administration, personnel, and supply occupations. However, data suggest that military women, both enlisted and officers, are beginning to enter more nontraditional fields such as aviation, surface warfare, air traffic control, and field artillery. Although most military occupations and career fields are open to women, two institutional barriers have been identified that limit the number of women going into these occupations. First, because of Department of Defense and service policies, some units are closed to women even though the units may include occupations that are open to women. Second, the test used to match enlisted personnel to occupations--the Armed Services Vocational Aptitude Battery--contains sections based on exposure to a subject instead of aptitude. For example, one section tests knowledge of automotive components, systems, tools, and repairs--a subject to which women have had little exposure. (Appendixes include a list of military occupations opened to women in the early 1990s, a list of occupations with the greatest percentages of women, and 8 figures in addition to the 16 found in the text.) (YLB)

ED 432 699 CE 079 064

Welfare Reform. Assessing the Effectiveness of Various Welfare-to-Work Approaches. Report to Congressional Committees.
PUB DATE- 99
NOTE- 45p.; For a related document, see CE 079 065.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Child Development; Cognitive Development; Comparative Analysis; Economically Disadvantaged; *Employment Programs; *Job Search Methods; *Job Training; Outcomes of Education; Parent Background; *Parent Child Relationship; *Program Effectiveness; Program Evaluation; *Welfare Recipients; Welfare Services
IDENTIFIERS- Welfare Reform; *Welfare to Work Programs

A study examined research conducted on the effectiveness of different welfare-to-work approaches. Five evaluations begun in the 1980s with five-year results indicated that programs focusing on rapid employment and job search activities combined with education and training activities more often increased employment and earnings and reduced welfare payments, when compared with programs that focused solely on job search activities or those that placed the greatest emphasis on education. Preliminary results (2-year findings) were obtained from a more recent ongoing evaluation started in 1992--the only evaluation designed explicitly to compare the effectiveness of a rapid-employment approach with an education-based welfare-to-work approach. The results showed that, although each approach has increased participants' employment and earnings, neither approach has proven itself clearly better. The rapid employment approach did cost about half as much per person as the education-based approach. Recent studies of factors affecting cognitive development of children in welfare families indicated a mother's higher level of educational attainment was one factor that may positively affect children's development. A body of research on effects of poverty on children's educational attainment suggested a significant positive relationship between parents' and their children's educational

Language Acquisition; Learning; Music; Parent Influence; Sexuality; Violence
IDENTIFIERS- Muscle Dysmorphia; Prozac; Road Rage

This book presents articles regarding communication in a variety of contexts. Articles are: (1) "Musings on Language and Communication" (C. A. Bonilla); (2) "How Do Infants Learn to Speak?" (K. Lauderdale and J. L. Roberson); (3) "Language, Learning, and the Brain, Any Questions?" (K. Lauderdale, B. J. Somera Mace; T. M. Pereira); (4) "Music and My Daughter" (M. Beckwith); (5) "Body Talk" (G. Cobarrubias, L. Doyle, K. Lofton, I. M. Soto, and L. Sarrade); (6) "Mirror, Mirror On the Wall...Is This REALLY What I Look Like?? Wait, Don't Answer!!"; (7) "Muscle Dysmorphia" (M. Beckwith, M. M. Castillo, G. Ruby, A. Williams); (8) "Love International Style, 'Mail Order Bride!' " (C. Beget-Cripe, N. McCormick, R. J. Staggs, and C. Zipf); (9) "Talking between the Sheets: Improving Communication in the Bedroom" (R. Robbins, R. Torres, and S. Yang); (10) "Monkey See, Monkey Do: What Children Learn from Their Parents' Relationship" (J. Donkin, T. McCafferty, and K. Strong); (11) "The Biology of Aggression" (C. A. Bonilla and J. L. Roberson); (12) "Battered Bodies and Broken Dreams; Domestic Violence: A Guide to Resources; Self-Assessment" (K. Lauderdale, N. Vang, and J. Weidman); (13) "What Happened to Our Angel? Teenage Violence Hits Home" (L. Q. Castro, R. Kent, and K. Lauderdale); (14) "Road Rage: The Perils of Poor Communication in the Highway" (R. Branscum, K. Jensen, M. Martinez, J. Schallberger); (15) "Prozactina Advertising: A Powerful Tool for Communication" (J. Chase, G. Cisneros, P. Short, and J. Toy). (MKA)

ED 432 718   CG 029 448

May-Stewart, Valerie D.
Moving Beyond Dualistic Models: Working Single Mothers and Stress.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; *Context Effect; Emotional Experience; *Employed Parents; Foreign Countries; Group Counseling; History; Interviews; Models; *Mothers; *One Parent Family; Politics; Race; Sex; Sexuality; Socioeconomic Status; *Stress Variables
IDENTIFIERS- Canada

This action research study examines the stressors that impact the lives of working mothers (N=11). Ethnographic field notes, personal interviews, and a series of eight weekly group meetings were used to collect data. The prevailing stress discourse does not adequately describe working single mothers' experiences of stress, but instead separates women's identities into dichotomies (i.e., work and family). The new conceptual framework for stress that guided the design of this study moved beyond dualistic models that isolate the working mothers' experiences toward a more complex analysis, learning about the cospecification of both work- and nonwork-related stressors. This analysis consisted of contextualizing the women's lives in relation to Newton's (1995) five themes: history, gender issues, collective experience, emotions, and politics, as well as other interlocking variables such as age, race, class, and sexuality. Results indicate that dualistic models fail to cooperative learning, reading passages and questions used in the workshop; and other learning technique illustrations. (SC)

ED 432 740 CS 013 662

Improving Reading: Southeastern School Strategies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Improvement; Elementary Education; *Reading Improvement; *Reading Programs; *Reading Skills; *Student Evaluation
IDENTIFIERS- *SouthEastern Regional Vision for Education

Describing the SouthEastern Regional Vision for Education (SERVE) program and its mission to promote and support the continual improvement of educational opportunities for all learners in the Southeast, this paper discusses ways that teachers can decipher their students' progress in reading to help further develop students' reading skills. It is based on site visits to 18 schools endorsed as having strong reading programs. After a brief overview, it summarizes 10 needs and strategies for improving reading and then presents these needs, strategies, and results in more detail. The paper concludes that the 10 strategies described need to be considered in the context of the "big picture" (the way the faculty approaches its work); and that the schools visited are not doing any one thing exclusively. Contains 31 references. Four appendixes contain a questionnaire, a list of schools considered in the study, 8 points on how children learn to read, and a 95-item bibliography. (SC)

ED 432 741 CS 013 663

Bingham, C. Steven; Neal, Elizabeth Anne; Tesh, Linda; Turner, Patsy; Millsaps, Cherise
Leading Change in Literacy: Southeastern District Stories.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Change Strategies; Educational Improvement; Efficiency; Elementary Education; *Literacy; *Reading Improvement; Reading Instruction; *Reading Programs; *Writing Improvement; Writing Instruction
IDENTIFIERS- North Carolina; *SouthEastern Regional Vision for Education

Describing the SouthEastern Regional Vision for Education (SERVE) program and its mission to promote and support the continual improvement of educational opportunities for all learners in the Southeast, this paper focuses on the importance of improving student literacy outcomes in schools due to the demands of living in a technological, information-based society. Focusing on two North Carolina local education extensive treatment of literacy frameworks, and "authentic" voices from the classroom (e-mails from inservice and preservice teachers, and photo essays and vignettes from experienced teachers). Chapters in the book are: (1) "The Challenge and the Rewards"; (2) "Using Material and Method Frameworks for Literacy Instruction: Getting Started"; (3) "Developing a Literacy Framework"; (4) "The Central Role of Children's Literature"; (5) "Connecting Reading and Writing"; (6) "Emergent Literacy"; (7) "Decoding and the Development of Literacy"; (8) "Vocabulary and Literacy"; (9) "Reading Comprehension: The Construction of Meaning"; (10) "Content-Area Reading and Study Skills"; (11) "Supporting Literacy through Assessment"; (12) "Including All Children in Your Literacy Program"; (13) "Classroom Organization"; and (14) "Supporting Literacy with Computers and Related Technologies." Appendixes contain lists of Newbery Medal winners and Caldecott Medal winners. (RS)

ED 432 761 CS 216 796

Chatel, Regina G.
Integrated English Language Arts Curriculum, Grades K-12.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *English Curriculum; *Integrated Curriculum; *Language Arts; Learning Activities; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- Technology Integration

Based on the philosophy that a high school graduate is a young person who has become a fluent communicator and reflective thinker whose knowledge and skills meet the high standards necessary to interact in a rapidly changing world, this language arts curriculum is designed to foster the development of literacy abilities by providing experiences in reading, writing, speaking, listening, visually representing, and viewing. The curriculum's six goals state that, as a result of education in grades K-12, students independently and collaboratively, will be able to: (1) choose and apply strategies that enhance the fluent and proficient use of language arts to construct meaning of written, visual, and oral text; (2) understand, appreciate, and respond to texts from many literary periods, genres, and cultures; (3) apply knowledge of language structure and conventions to write and speak English proficiently to communicate ideas clearly; (4) create works using the language arts in visual, oral, written, and performance-based forums for a variety of audiences and purposes; (5) use available forms of media and technology as an integral part of language arts experience; and (6) gather, analyze, and respond to information from primary and secondary sources. The curriculum presents performance standards and assessment strategies and suggests instructional activities for each of the six goals in grades K through 12. Five appendixes offer: policy/belief statements; suggested instructional strategies; a written communication: grammar and usage matrix; an assessment overview; and 26 references. (NKA)

ED 432 762 CS 216 799

Arts Classroom.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Action Research; *Critical Thinking; Higher Education; *Interviews; *Preservice Teacher Education; Secondary Education; *Student Attitudes; Writing Assignments; *Writing (Composition)

This paper describes how a language teacher educator guides her students through a particular literacy research project, with the goal of helping students to enjoy their research experience. It outlines two stages to make up the entire assignment--the interview and the paper. It describes the development of questions for the purpose of gaining more awareness of the writing and reading processes. It concludes that the action research approach created a context for students to investigate a problem, ask higher order questions, gather data, draw conclusions, and present findings. It includes a list of six final suggestions. Appendixes contain details of assignments on "Writing-on-Writing," and present results of groupwork on collected class data. (SC)

ED 432 784 CS 216 836

McFarland, Katherine P.; Dowdey, Diane; Davis, Kendra
A Search for Non-Traditional Pedagogies in Teaching Developmental Reading and Writing.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Critical Thinking; Curriculum Design; Decision Making; Feminism; Higher Education; *Instructional Innovation; *Reading Instruction; *Remedial Programs; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Texas Academic Skills Program

This research project began as a quest to investigate more effective ways of addressing the needs of Developmental Reading and Writing students by using non-traditional pedagogies. (By non-traditional pedagogies, the paper means an escape from the traditional model in higher education of addressing reading and writing as two separate content areas.) Traditionally, students enrolled in two separate developmental reading and writing classes as determined by their scores on the Texas Academic Skills Program (TASP) test. This is a state mandated and administered test in reading, and writing, and mathematics. Students who do not pass the test are required to enroll in developmental (non-credit) courses until they are able to successfully pass all three content areas. In the past, the majority (79%) of developmental students could not break the cycle of failure. Furthermore, such students were in jeopardy of performing poorly in academic classes across the university. The paper centers on a theoretical discussion of the relationship between language and thought which lays the foundation for three perspectives vital to this study: Connecting Reading and Writing, Critical Literacy, and Feminist Theory. It argues that these three perspectives provide a useful framework to test the assumptions, design curriculum, and develop classroom methods to better address student needs. The second half of the paper concentrates on how these three

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; *High Risk Students; *Nontraditional Education; Program Design; Program Development; Special Education; *Special Programs

This publication discusses definitions of alternative education, outlines common program features, and lists challenges to providing quality services. The paper focuses on alternatives for students who are at risk for school failure, dropout, or delinquency. Since few studies on the effectiveness of alternative programs have been conducted and results of studies that have been performed are difficult to generalize beyond their specific settings, the report provides an outline of research on the common features found in alternative-education programs and describes a model alternative program. The text discusses special-education students and general-education students who are in need of alternative education. It details the characteristics of alternative-education programs, such as the reason for admission or attendance. It also provides descriptions of research-based, alternative-education strategies, which include a low ratio of students to teachers, highly structured classrooms with behavioral classroom management, positive rather than punitive emphasis in behavior management, and social-skills instruction. The report concludes with suggestions for establishing an alternative-education program, including tips on universal, proactive screening, on avoiding negative effects, and on obtaining support for implementing and evaluating the program. (Contains 137 references.) (RJM)

ED 432 806 EA 029 948

Nir, Adam E.
The Simplification Trap in Educational Planning.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Influence; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Instructional Leadership; *Policy Formation; *Principals; *Public Opinion; *School Administration
IDENTIFIERS- *Israel

This paper discusses the planning processes and plans of school principals in Israel. It describes how educational planning processes often expose educators to a dilemma: public expectations pressure principals to create quick solutions for complicated educational issues, whereas their professional obligation is to produce plans that will address the complexity of these issues in an adequate and effective manner. To examine this dilemma, 163 Israeli school principals in 4 different districts were asked to define time perspectives for planning processes and plans related to 4 central policy issues in the Israeli educational agenda. The principals were also asked to prioritize future planning. The study was conducted shortly after a large influx of Ethiopian and Russian immigrants. The results indicate that the principals believed that the four issues were highly complex. However, principals tended to legislation to reform the system. For the study, hired consultants reviewed historical documents, held interviews, conducted an analysis of formula and nonformula provisions, reviewed and recommended revision of program unit cost indices, and assessed fiscal and program accountability procedures. The principal finding was that the New Mexico public school funding formula was highly equitable. Since state law did not permit local school districts to levy additional taxes, spending disparities in the state were less than those that were apparent in other states. However, some perceived areas of unfairness were found and changes were proposed that included abolishing the size-adjustment factor for large school districts, among others. The task force endorsed the findings of the consultant and recommended some alterations, such as the creation of an at-risk factor in the funding formula to provide additional program units to school districts with students at risk of academic failure. An appendix lists the task-force members and contains a discussion draft of the proposed legislation for public school funding. (RJM)

ED 432 826 EA 029 976

Foster, Rosemary; Suddards, Carol
Leadership within High School Communities: A Multiple Study Perspective.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Environment; Foreign Countries; High Schools; *Instructional Leadership; Leadership Styles; *Parent Attitudes; Principals; *Student Attitudes; *Teacher Attitudes

This paper explores high school leadership by examining how leadership was experienced and understood by students, parents, and staff members in two secondary schools. The general question that guided the research was: How do members within high school communities experience and understand leadership? A collective case study approach was chosen based on the belief that the perceptions of students, staff, and parents were instrumental in learning about leadership in high school communities. The study was conducted in two phases. The first stage consisted of independent investigations of two urban high schools. The study's second stage adopted the collective case-study approach. The major finding of the study was that staff and students at both schools regularly experienced, understood, and could communicate their understanding of constructivist leadership. They perceived the gemeinschaft-like (community-like) qualities of the schools to be crucial in supporting the reciprocal processes leading to the "sense-making" and development of shared purpose. The multiple definitions of leadership were characterized by a confusion between leadership and management, an elusive understanding of the nature of relationships and influence within organizations, and a lack of consensus about the specific qualities that constitute leadership. (Contains 82 references.) (RJM)

ED 432 827 EA 029 978

Keeping Texas Children Safe in School. Common Sense Solutions To language learners of high school and college age who are totally blind and who study in regular classroom settings. In a qualitative study, interviews were conducted with five nearsighted students, their foreign language classroom teachers, and teachers of students with visual impairments. A case study approach was utilized in an effort to allow each participant to tell as much of his or her own story as possible. Topics discussed include foreign language theory and strategy, social skills and interaction with sighted teachers and peers, and strategies for obtaining access to adaptive technology and to materials in alternate formats that make study of a foreign language possible for students who are blind. Results of the study indicate: (1) participants believed that the ability to communicate in a written format with regular classroom teachers who have no knowledge of Braille was of paramount importance; (2) participants believed that assertiveness and self-advocacy are important to succeed in the regular foreign language classroom setting; and (3) social skills and interaction with sighted peers were found to be important to participants; however, students took little responsibility for breakdowns in social interaction. An appendix includes interview questions. (Contains approximately 100 references.) (CR)

ED 432 846 EC 307 329

Hager, Ronald M.
Funding of Assistive Technology. The Public School's Special Education System as a Funding Source: The Cutting Edge.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Compliance (Legal); *Court Litigation; *Disabilities; Discipline; Due Process; Educational Legislation; Elementary Secondary Education; Evaluation Criteria; *Federal Legislation; *Financial Support; Individualized Education Programs; Private Schools; *Public Schools; School Responsibility; Special Education
IDENTIFIERS- *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This booklet discusses using the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 as funding sources or enforcement tools to ensure that children with disabilities receive needed assistive technology (AT) services and devices. The first section is devoted to a detailed analysis of the legal framework of IDEA. Provisions relating to least restrictive environment, the Individualized Education Program, private school placements, due process protections, and discipline are discussed. This section is followed by a similarly comprehensive analysis of how IDEA can be used as a tool for obtaining AT, including basic eligibility criteria, evaluations, home use of AT, private insurance and Medicaid, and repairs and damages. Key court decisions and their implications are reviewed. Some of the major issues involving maximization of a student's potential and uses of educational methodology are then discussed. The booklet also widespread acceptance of the new measures and procedures, although insurance of continued agency compliance remains a problem as does scheduling and implementation deadlines. (DB)

ED 432 864 EC 307 351

Hersch, Phyllis
Implementing Eligibility Determination Process for Children's Mental Health Services in Massachusetts. Characteristics of Youth: The First Six Months.
PUB DATE- 98
NOTE- 6p.; In: Chapter 8, "Information Systems and Outcomes Management," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Behavior (of Disabled); Adolescents; Age Differences; Children; Clinical Diagnosis; *Data Analysis; Data Collection; *Eligibility; *Emotional Disturbances; *Mental Health Programs; Place of Residence; Racial Factors; *Standards; State Programs
IDENTIFIERS- *Massachusetts

This paper reports on initial implementation of a state required process for determining eligibility of children and adolescents for Massachusetts Department of Mental Health Programs. Three criteria are used for determining eligibility: a diagnosable mental, behavior, or emotional disorder; impairment of one year's duration; and establishment of functional impairment, as documented by the Child and Adolescent Functional Assessment Scale (CAFAS). Review of the program's first six months involved analysis of data on 333 children and adolescents who applied and were assessed for services during this period. Data summarized cover age, gender, race/ethnicity, and diagnostic category. Findings indicated: (1) as age increased, the percentage of youth accepted increased; (2) race did not appear to be a factor in the eligibility determination process; (3) place of residence was related to eligibility status; (4) applicants with diagnoses of behavior disorders were less likely than others to be found eligible; (5) 89 percent were determined eligible; and (6) more than 90 percent of diagnoses were for psychotic disorders, behavioral disorders, or anxiety disorders. (DB)

ED 432 865 EC 307 352

Epstein, Michael H.
The Development of a Scale To Assess the Emotional and Behavioral Strengths of Children.
PUB DATE- 98
NOTE- 6p.; In: Chapter 9, "Measurement and Description of Children with Emotional Disturbances," of Proceedings of the Annual Report Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; *Behavior Rating Scales;

Environment; Elementary Schools; Noise (Sound); *Pedestrian Traffic; *School Safety; Secondary Schools; Surveys; *Vehicular Traffic
IDENTIFIERS- *Highways

In this 1977 publication, findings and recommendations are presented from 22 case studies involving the impact on schools adjacent to highway systems in the states of California, New Mexico, Colorado, Texas, Missouri, Maryland, and Virginia. The impacts described include: noise; vehicular and pedestrian safety; air pollution; access; circulation changes in service area; and visual distraction. The cases illustrate the range of perceived impacts associated with various types of school/highway positionings and the range of mitigation measures utilized to minimize negative impacts and their relative success. Positive impacts on schools include increased vehicular and pedestrian accessibility, and visibility from the road. Negative impacts include noise, safety, air pollution, and visual distraction. No perceived positive impacts are reported on the highway system from the school; negative school-to-highway impacts include traffic congestion, circulation, and decreased vehicular safety. Twenty-six broad recommendations are provided to minimize the adverse impact resulting from school/highway juxtapositioning. An appendix provides background and study objectives along with study methodology. (GR)

ED 432 884 EF 005 513

Educational Facility Evaluations of Primary Schools in Rural Honduras: Departments of Cortes and Meambar.
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Education; *Elementary Schools; Foreign Countries; *Rural Schools
IDENTIFIERS- Evaluation Reports; Evaluation Teams; *Honduras; *Site Visits

A team of 11 educational facility planners and architects from the United States and Canada conducted a facility evaluation of schools in the rural areas of Meambar and Cortes, Honduras. Team members were all part of the Council of Educational Facility Planners, International and traveled to Honduras under the auspices of a Christian mission group, Heart to Honduras. The purpose of the visit was threefold: to gain a greater understanding of the existing needs and conditions of primary schools; to develop an inventory of existing facilities; and to gather information that could be used to help develop a prototypical rural school facility. Presented are the observations from each school, including a rating scale evaluation of the site, exterior and interior areas, power and plumbing systems, and facility furniture. Recommendations for improving these schools are included. (GR)

ED 432 885 EF 005 537

Cohen, Joel
School Facility Financing: A History of the Role of the State Allocation Board and Options for the Distribution of Proposition 1A Funds. Prepared at the Request of Senator Quentin Kopp.
PUB DATE- 99

Public Schools; *School Construction; School Safety; School Security; Standards
IDENTIFIERS- *Access to Facilities; England

England's Department for Education and Employment provides construction standards with regard to access to school buildings for people with disabilities. This bulletin gives supplementary nonstatutory guidance for school governors and commissioning bodies, seeking to promote a general understanding of the issues and providing guidelines for the briefing process, and providing technical advice for building designers to augment the provisions of the Building Regulations for English schools. It summarizes the provisions within the Disability Discrimination Act 1995, addresses the process of the audit and the purpose and structure of the report created from it, explores meeting Construction Standards criteria and the building management issues involved, and considers issues surrounding the interaction of requirements for safety, security, and accessibility. Appendices illustrate the Accessibility Audit checklist for carrying out an audit survey, cross referenced to design guidance, and references and sources of information. (Contains 25 references.) (GR)

ED 432 905 EF 005 593

Orlowski, Raf; Loe, David; Watson, Newton; Rowlands, Edward; Mansfield, Kevin; Venning, Bob; Seager, Andrew; Minikin, John; Hobday, Richard; Palmer, John
Guidelines for Environmental Design in Schools (Revision of Design Note 17). Building Bulletin 87.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acoustics; Climate Control; *Compliance (Legal); *Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; *Facility Guidelines; Foreign Countries; Lighting; *School Construction; *Standards; Ventilation
IDENTIFIERS- England

Both existing and new English school premises are required by law to comply with minimum construction standards published by the Department for Education and Employment. This building bulletin provides practical guidance on meeting these standards covering acoustics, lighting, heating and thermal performance, ventilation, water supplies, and energy consumption. Target bands are also given for energy consumption in terms of the carbon dioxide produced. References to more detailed standards and sources of further information are given at the end of each section. A concluding section provides a recommended construction standards summary sheet. (GR)

ED 432 906 EF 005 594

Fire and the Design of Educational Buildings. Building Bulletin 7. Sixth Edition.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bielorussian; Case Studies; Cultural Awareness; Cultural Pluralism; Danish; Elementary Secondary Education; English; Ethnicity; Foreign Countries; French; German; Identification (Psychology); *Language Minorities; *Language of Instruction; *Language Role; *Multilingualism; *Native Language Instruction; Polish; *Public Policy; Russian; Spanish; Uncommonly Taught Languages; Welsh
IDENTIFIERS- *Europe; European Union

This book on mother tongue (native language) teaching in Europe contains three parts. The first explores definitions and teaching implications of mother tongues, including issues of language identity, language standards, mother tongue roles, and language policies in the European Union. The second part consists of nine case studies: "Teaching the Mother Tongue in England" (Robert Protherough); "Teaching Welsh and English in Wales" (Mary Rose Peate, Nikolas Coupland, Peter Garrett); "Teaching the Mother Tongue in France" (Francoise Convey); "Teaching the Mother Tongue in Spain" (Antonia Ruiz Esturia); "Teaching the Mother Tongue in Germany" (Ingelore Oomen-Welke, Guido Schmitt); "Teaching Majority and Minority Mother Tongues in Denmark" (J. Normann Jorgensen, Anne Holmen); "Teaching Mother Tongue Polish" (Anna Berlinska); "Maintaining the Mother Tongue: The National Identity of the Belorussians in Poland" (Elzbieta Czykwin); and "Russian and Other Mother Tongues in the Schools of the Russian Federation and the Former Soviet Union" (James Muckle). The third part is an essay on the importance of language awareness in mother tongue teaching. (MSE)

ED 432 927 FL 025 944

Slavin, Robert E.; Madden, Nancy A.
Effects of Bilingual and English as a Second Language Adaptations of Success for All on the Reading Achievement of Students Acquiring English.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Educational Improvement; Elementary Education; *English (Second Language); Language of Instruction; Limited English Speaking; *Literacy Education; *Native Language Instruction; Program Effectiveness; Program Implementation; Reading Instruction; Second Language Programs; *Spanish Speaking; Transitional Programs
IDENTIFIERS- *Success for All Program

Two adaptations of Success for All, a comprehensive instructional reform program for elementary schools, have been used with students acquiring English as a second language. One is a Spanish bilingual version called "Exito para Todos," in which students are taught to read in Spanish and then transitioned to English reading, usually in the third or fourth grade. The other integrates English-as-a-Second-Language (ESL) strategies with English reading instruction. This report summarizes the results of both of these adaptations for students acquiring English. Experience shows that the effects of Success for All on the achievement of English language learners are, in general, substantially positive. In all schools implementing "Exito para Todos," effect sizes for first graders on Spanish assessments were very positive, especially when schools were

IDENTIFIERS- *Business Week; *Ranking

This study surveyed faculty at the top business schools based on rankings in "Business Week" and "U.S. News and World Report" concerning their views on the "Business Week" rankings of business schools. The study used e-mail surveys which queried: (1) what level of satisfaction the faculty had with their school's current ranking; (2) whether the ranking had affected the institution's fiscal resources, student applications, or faculty recruitment; (3) whether rankings affected faculty research; and (4) how rankings affected teaching. The 734 usable responses were evaluated using both descriptive and multivariate analyses. Findings indicate that the rankings were important to respondents with 70 percent reporting that their school would like to improve its current ranking. However, faculty were unsure as to whether fiscal resources or faculty recruitment were affected by rankings. Differences in responses were also found according to faculty rank, sex, and school rank. Analysis of responses to an open-ended question identified four themes: less rigorous coursework as a result of feeling pressured to keep students satisfied; a resource shift away from PhD programs to Master's programs; a belief that the ranking methodology was flawed; and support for "Business Week" rankings. The questionnaire is appended as are tables analyzing responses. (Contains 57 references.) (DB)

ED 432 947 HE 032 255

Brown, Patricia Q., Comp.

Salaries and Tenure of Full-Time Instructional Faculty on 9- and 10-Month Contracts, 1997-1998. E.D. Tabs.

PUB DATE- 99

NOTE- 48p.; For the 1996-97 report, see ED 425 682.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Rank (Professional); *College Faculty; Differences; Full Time Faculty; Higher Education; National Surveys; Regional Characteristics; Sex Differences; Tables (Data); *Teacher Salaries; *Tenure

IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents detailed tabulations for academic year 1997-98 of the number, tenure, and average salaries of full-time instructional faculty on 9- and 10-month contracts at institutions of higher education eligible for Title IV financial aid. Data are from the Integrated Postsecondary Education Data system. Highlights of the 13 tables include the following: salaries of full-time instructional faculty averaged $52,335 and varied by rank with an average salary of $68,731 for professors and $32,449 for instructors; salaries at two-year public institutions averaged $11,000 higher than those at two-year private institutions; 60 percent of the total faculty were tenured, and 71 percent were male; average faculty salaries for all ranks combined were higher than for faculty in public degree-granting institutions; states with high average salaries in public institutions included California, Connecticut, and New Jersey whereas the states with the lowest salaries in public institutions were North Dakota and South Dakota; faculty in four-year, degree-granting institutions averaged over $8,000 more per year than those in two-year institutions; on average, male faculty earned $10,300 more than female faculty. Appended are a description of the salary survey, methodology, and the survey itself. (DB)

ED 432 948 HE 032 256

Elementary Secondary Education; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; *History; History Instruction; Models; Puerto Ricans; Race; *Research; Research Methodology; *Sex Bias; Sex Differences; Sex Fairness; Sexuality; Social History; Theories; United States History
IDENTIFIERS- Gender Issues; *Womens History

This collection of five essays examines the ways in which history, as a discipline, currently reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. In "Rethinking History," Carol Ruth Berkin reviews the incorporation of social history into elementary, secondary, and postsecondary textbooks. In "History--Writing from the Margins," Martha C. Howell examines the effects of social history on the profession and the interdisciplinary nature of much of the scholarship on gender, race, ethnicity, and social class. In "Puerto Rican Women's Historiography and the Inclusive Curriculum," Altagracia Ortiz traces the development of Puerto Rican women's history over the last several decades and notes the lack of inclusion of Puerto Rican history into the curriculum. In "American Social History," Myra B. Young Armstead argues that the study of issues surrounding gender, race, ethnicity, and social class have directly challenged conventional historical wisdom and augmented historians' understanding of the past. In "Measuring Impact," Judith P. Zinsser argues that while the field of women's history has grown exponentially over the last several decades, women's experiences continue to be subsumed under men's history or fall prey to old denigrating prejudices. Most essays contain references. (MDM)

ED 432 967 HE 032 675

Lamphere, Louise
Anthropology: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 27p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Anthropology; *College Curriculum; *College Instruction; Doctoral Dissertations; Ethnicity; Females; Feminism; *Feminist Criticism; Graduate Study; Higher Education; Race; Sex Bias; *Sex Differences; Sex Fairness; Sexual Identity; Social Class; Social Science Research; Teaching Methods; Theories
IDENTIFIERS- Cultural Anthropology; Gender Issues

This essay examines the ways in which anthropology, as a discipline, currently reflects ongoing scholarship on gender, race, ethnicity, social class, and sexual orientation. It argues that feminist anthropology since the 1970s has become an important subdiscipline, primarily within cultural anthropology, but also with a growing impact on biological (physical) anthropology. The essay goes on to explain that most anthropology departments offer courses on sex roles, gender, or women, and that an increasing number of Ph.D. dissertations are being written on topics within feminist anthropology. It notes that anthropology as a field "rediscovered" women in the 1970s, and that increasingly attention is being given to gender, reproduction and sexuality, colonialism and the state in post-colonial societies, political economy and gender, masculinity, and reexamination of the ways about which women are written.

overall product related to students' interests. During the final stages of the program, SCALA MM200, a multimedia authoring package, was used to further advance the progress of the group, and the same instructional strategies were used with this software. (Contains 20 references.) (AEF)

ED 432 986 IR 019 710

Cherry, Gina; Ioannidou, Andri; Rader, Cyndi; Brand, Catharine; Repenning, Alex
Simulations for Lifelong Learning.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 11p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Software Development; *Courseware; Educational Technology; Elementary Secondary Education; Lifelong Learning; Professional Development; Student Developed Materials

Computer simulations are one promising tool for supporting learning at all levels--from elementary school to workplace learning. Learning through simulations, either by creating simulations or by exploring existing ones, helps learners develop a deeper understanding of the concepts being simulated. Learning about simulations is also important since simulations are frequently employed to make predictions or test ideas by scientists and policy makers. This paper describes a number of simulations that have served as tools for a variety of lifelong learners, ranging from elementary school students to professionals. These simulations were all created with the Visual AgenTalk language (VAT) employed by the AgentSheets system. (Contains 18 references.) (Author/AEF)

ED 432 987 IR 019 711

Craig, Dorothy Valcarcel
A League of Their Own: Gender, Technology, and Instructional Practices.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 15p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; *Computer Assisted Instruction; Discovery Learning; Discovery Processes; Educational Practices; *Educational Technology; Elementary Secondary Education; *Females; Homogeneous Grouping; Information Seeking; Inquiry; Internet; Man Machine Systems; Mathematics Instruction; Qualitative Research; Science Instruction; *Sex Differences; Single Sex Schools; *Student Attitudes; Student Surveys; Tables (Data); Teacher Attitudes;

experts, teachers, parents, and potential learners about their reaction to these materials. The evaluation was based on the criteria of appeal, effectiveness, and user-friendliness of the written, audio, and video materials in both the English and Spanish versions. Findings are summarized and suggestions provided for each of the six videos. The appendix includes the master record of responses, sample questionnaire, and proposal for formal evaluation. (AEF)

ED 433 005 IR 019 731

Adler, Richard P.; Breivik, Patricia Senn
Information Literacy: Advancing Opportunities for Learning in the Digital Age. A Report of The Aspen Institute Forum on Communications and Society.
PUB DATE- 99
NOTE- 55p.; For the report of the 1997 meeting, see ED 422 889.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Conferences; *Educational Development; Elementary Secondary Education; *Information Literacy; Information Skills; Information Technology; Postsecondary Education; *Role of Education; Teacher Education; Technological Literacy; Users (Information)
IDENTIFIERS- Aspen Program on Communications and Society; Technology Role

This report is an informed observer's interpretation of the discussions that took place at the 1998 annual meeting of the Aspen Institute's Forum on Communications and Society (FOCAS). It summarizes the inquiry made by FOCAS members into the many issues surrounding information literacy, including what information literacy is, why we need an information literate society, measuring information literacy, and how schools, business, and governments can work together to promote information literacy. Following the summary of deliberations, the report outlines six initiatives suggested by FOCAS members that might be developed further to advance the cause of information literacy. The proposed initiatives include: (1) take idea leadership to promote awareness of information literacy; (2) assess and hold educators and political leaders at all levels accountable for students' proficiency in information literacy; (3) give teachers the preparation and support they need to do a better job; (4) involve parents more deeply in their children's education; (5) develop a dramatically different technology-based educational alternative; and (6) increase funding for research in education and information literacy. The appendix includes an "Information Literacy Background Paper," a list of conference participants, author biographies, and a brief description of the Aspen Institute Communications and Society Program. (AEF)

ED 433 006 IR 019 732

Education and Technology Initiatives. Joint Hearing before the Committee on Commerce and the Committee on Education and the Workforce, House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 72p.; Committee on Commerce Serial No. 105-118; Committee on Education and the Workforce Serial No. 105-151.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

IDENTIFIERS- American Library Association

This paper focuses on ethics for librarians and library science in the age of electronic information. First outlined is the "public relations nightmare" that the Internet is creating for the administrators and the library staff. It is suggested that libraries pick a common sense approach that involves the library staff and community and that an honest approach to problems is necessary. The paper then goes on to discuss librarians as information consultants whose service should be compared to service provided by other professionals where identification is used to establish the rapport needed to fully assist their clients, to be available for follow up information, and to be accountable for the information provided. Presumptions behind the model of librarians as educators are outlined and the role of social ethics is discussed. Discussion then moves to copyright law in the digital age. The paper suggests that the moral value of information can be realized only by bringing the standardized classification system into accord with library patrons' specific self-understanding, life situation, and personal needs. It concludes by outlining strategies librarians can use to achieve this objective of accord, focusing on reference service, local cataloging, and public service projects. (AEF)

ED 433 025 IR 057 410

Barbakoff, Sondra
Meeting Student Needs: Bookstore Display in a University Curriculum Materials Center.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Classification; Higher Education; *Instructional Materials; *Learning Resources Centers; *Library Collections; Nonprint Media; *Resource Materials; Teacher Education; User Needs (Information)
IDENTIFIERS- Adelphi University NY; Bookstores; *Shelving Practices

This paper describes the present shelf arrangement of instructional materials in the Curriculum Materials Center (CMC) located in Swirbul Library on the Garden City, Long Island campus of Adelphi University. The CMC is a special library resource supporting the curriculum of the School of Education at Adelphi, and graduate and undergraduate students preparing for careers as teachers are its most frequent users. It is an area that houses items quite different from the usual library collection, and the display and organization of these items offer special challenges to a librarian. Some of these challenges are related to the tension between the purposes of curriculum centers and the organizational schemes of libraries, of which they are a part. Background information is provided about curriculum centers and library organization to allow for better understanding of the reasons for changing the shelving of the nonprint materials in the CMC from the traditional library arrangement to a bookstore type of display. (Author/AEF)

ED 433 026 IR 057 411

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse and Support Contractor Publications, 1998. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC

NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- , access to the Internet, and type of Internet use). Identifying information includes the entity's name, address, t,Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Libraries; Data; Elementary Secondary Education; Floppy Disks; Higher Education; Library Services; *Library Statistics; *Library Surveys; *National Surveys; Optical Data Disks; Public Libraries; School Libraries; *State Agencies; State Libraries; Statistical Data; Tables (Data)
IDENTIFIERS- *State Library Agencies Survey

The State Library Agencies (STLA) Survey is conducted annually and is the product of a cooperative effort between the Chief Officers of State Library Agencies (COSLA), the U.S. National Commission on Libraries and Information Science (NCLIS), and the National Center for Education Statistics (NCES). This fourth Survey in the series provides state and federal policymakers, researchers, and other interested users with descriptive information about state library agencies in the 50 states and the District of Columbia for fiscal year (FY) 1997. The Survey collects data on 506 items, including governance, public service hours, service outlets, collections, library service and development transactions, support of electronic information networks, allied operations, staff, income and expenditures. Data are also collected on STLA services to public, academic, school and special libraries, and to library systems. The data items and definitions are provided in the survey facsimile at the end of the data base documentation. Data items on films, special collections, and combined libraries collected in previous years were deleted from the FY97 survey, based on their declining significance or data quality, as determined by the STLA Steering Committee. Data on staff by gender and race/ethnicity were collected by full-time/part-time status, rather than in full-time equivalents (FTEs), due to the difficulty in providing the FTE data in previous years. (AEF)

ED 433 045   JC 990 492

Report on Transfers and Degrees and Certificates Awarded, 1997-98.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; *Awards; *College Transfer Students; *Community Colleges; *Degrees (Academic); *Educational Certificates; Graduation; Higher Education; Racial Distribution; Sex Differences; *Student Characteristics; Tables (Data); Time to Degree; Transfer Rates (College)
IDENTIFIERS- *California Community Colleges

This document is a summary of the degrees, awards, and certificates completed at community colleges in California during the 1997-1998 academic year. Table 1 presents the number of degrees and certificates awarded by district and college. The largest number of degrees and certificates were awarded in Los Angeles (4,693), Los Rios (2,610), Ventura (2,333), and Coast (2,123). Awards by gender and race and ethnicity can be found in Table 2. Women earned sixty percent of the degrees and certificates awarded. White students earned more than half of the degrees and certificates awarded, followed by Hispanic, Asian, and African American students (52%, 21%, 13%, and 7%, respectively). The third and fourth tables display the number

(141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Techniques; Community Colleges; Course Descriptions; *High Risk Students; Learning Strategies; *Pilot Projects; *Program Implementation; *Service Learning; Student Participation; *Teacher Student Relationship; Two Year Colleges

IDENTIFIERS- Learning Communities; *Prestonsburg Community College KY

This document describes the experiences of three teachers who jointly taught a course entitled "Our Lives in Community" using the framework of a learning community to structure the course. Included in the document are the background for creating the course, a memorandum to the dean at Prestonburg Community College proposing the course, the class syllabus, a list of assignments, a copy of the course evaluation, a profile of the 15 students who enrolled in the course, and profiles of the individual students by the three instructors. The course mission was multifold: a teaching experience that would enhance learning, improve retention, help students understand how courses fit together, and increase student interaction. The course encouraged active involvement of students during class discussions and the completion of course activities, and prompted students to form meaningful relationships with other students and faculty, as well as to make clear connections between disciplines, participate in service learning, and complete credit hours of General Education coursework. Despite the extensive planning needed to design the course, the benefits far outweighed the disadvantages. The paper stresses that three things are necessary for such courses to succeed: (1) support from the college administration; (2) commitment on the part of participating faculty; and (3) an adequate amount of time for planning, preparation, and scheduling. (JL)

ED 433 064 JC 990 558

Baker, Richard

Assessment Faculty Guide: The Rationale and Process for Outcomes Assessment.

PUB DATE- 99

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; *College Faculty; *College Outcomes Assessment; Community Colleges; *Educational Planning; Evaluation Methods; Institutional Evaluation; Job Analysis; Performance; Productivity; Program Evaluation; Site Analysis; Specifications; Two Year Colleges

IDENTIFIERS- *Saint Louis Community College MO

The Assessment Faculty Guide from St. Louis Community College provides guidance for faculty members about how to implement outcomes assessment. The handbook is divided into five areas: (1) assessment rationale, including history, definition, principles, and questions and answers; (2) the structure of assessment, providing a description, organization chart, and current membership of related campus committees; (3) the assessment process; (4) faculty responsibility and participation; and (5) necessary forms. The guide emphasizes the paradigm shift that has taken place in community colleges that shifts the focus from teaching to learning. Student the media's role are then identified, including the following: (1) parenting is a staple topic in many print media; (2) parenting initiatives within electronic media are expanding; (3) parental demand for media information is substantial and increasing; and (4) media can have a significant impact. Identified weaknesses are then listed, including the following: (1) easily accessible sources of information for media on parenting are scarce and scattered; (2) media parenting advice is often confusing and conflicting; (3) parents of adolescents receive less information and support from media than parents of younger children; and (4) entertainment television has been overlooked as an influence on parenting and as a vehicle for supporting and informing parents. The report recommends that the knowledge base about parenting be strengthened by holding consensus-building conferences and that a comprehensive, integrated communications strategy be implemented to disseminate the emerging consensus about parenting in ongoing and targeted ways. Contains approximately 400 references. (KB)

ED 433 083 PS 027 309

Clarke, Genevieve, Ed.
Proceedings of the World Summit on Television for Children. Final Report. (2nd, London, England, March 9-13, 1998).
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Children; *Childrens Television; Computer Uses in Education; Foreign Countries; Mass Media Role; *Mass Media Use; *Programming (Broadcast); *Television; *Television Viewing

This report summarizes the presentations and events of the Second World Summit on Television for Children, to which over 180 speakers from 50 countries contributed, with additional delegates speaking in conference sessions and social events. The report includes the following sections: (1) production, including presentations on the child audience, family programs, the preschool audience, children's television role in human rights education, teen programs, and television by kids; (2) politics, including sessions on the v-chip in the United States, the political context for children's television, news, schools television, the use of research, boundaries of children's television, and minority-language television; (3) finance, focusing on children's television as a business; (4) new media, including presentations on computers, interactivity, the Internet, globalization, and multimedia bedrooms; and (5) the future, focusing on anticipation of events by the time of the next World Summit in 2001 and summarizing impressions from the current summit. The report also contains summaries of other summit events, including regional forums highlighting activities and problems of developing countries, master classes reflecting the demand for training at every level, and the launch of a 26-country television production initiative, "The Animated Tales of the World." (KB)

ED 433 084 PS 027 411

Frawley, William
Vygotsky and Cognitive Science: Language and the Unification of the Social and Computational Mind.
PUB DATE- 97
NOTE- 333p.
LANGUAGE- English

Learning & Student Choice.
PUB DATE- 99
NOTE- 83p.; Master's Action Research Project, Saint Xavier University and IRI/SkyLight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Cooperative Learning; *Goal Orientation; *High School Students; High Schools; *Middle School Students; Middle Schools; Pretests Posttests; Program Effectiveness; Student Evaluation; Student Improvement
IDENTIFIERS- *Student Engagement

This action research project evaluated a program for improving middle school and high school students' engagement and ownership in the learning process. The problems of students exhibiting an inadequate level of engagement and ownership was documented through data showing quality of student work, anecdotal records kept by the teachers, and observations of student behavior. The targeted population consisted of middle school students in a middle class community and high school students in a lower middle class urban community in northern Illinois. Participating in the intervention were students in one sixth grade communication arts class, one seventh grade communication arts class, and one ninth grade health class. The 5-month intervention comprised 3 parts: (1) lessons requiring goal setting; (2) a series of cooperative learning activities; and (3) provision of greater student choice in learning activities and assessment. A pretest-posttest comparison was used to assess the impact of the intervention. The findings indicated that there was an improvement in student engagement as shown by students being more involved with the tasks, setting and achieving goals, and completing tasks in more depth. (Fourteen appendices include data collection instruments and sample materials. Contains 38 references.) (Author/KB)

ED 433 101 PS 027 779

Jackman, Hilda L.
Sing Me a Story! Tell Me a Song! Creative Curriculum Activities for Teachers of Young Children.
PUB DATE- 99
NOTE- 316p.; CD-ROM not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Development; Early Childhood Education; Educational Resources; *Elementary School Curriculum; *Learning Activities; Music Activities; Parent Materials; *Preschool Curriculum; Story Telling; *Student Centered Curriculum; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs

This collection of developmentally appropriate early childhood education curriculum activities uses themes to integrate the curriculum for young children. The activities involve active exploration, problem-solving, and the acquisition of specific concepts or skills. The collection is divided into six broad sections, with individual themes comprising each section. The sections are: (1) "All About Me," including themes related to self, friends, family, and community; (2) "The Senses"; (3) "Seasons"; (4) "Environment," including themes related to colors, shapes, oceans and lakes, and forests; (5) "Animals and More," including themes related to the zoo, farm, pets, (Lynn), "Teaching Teachers to Work with Families" (Lynn); and (6) November-December--"Technology Works Best When It Serves Clear Educational Goals" (Harrington-Lueker), "Integrated Learning Systems Update" (Harrington-Lueker), "Rethinking Homework" (Tovey). Regular features include letters to the editor and summaries of recent educational research. (KB)

ED 433 117   PS 027 813

Graves-Desai, Kelly, Ed.; Eaton, Susan, Ed.; Walser, Nancy, Ed.
The Harvard Education Letter, 1998.
PUB DATE- 98
NOTE- 49p.; Published six times a year. For 1995-1997 issues, see PS 027 810-812.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Adolescents; Attention Deficit Disorders; *Bilingual Education; Change Agents; Disadvantaged; Educational Change; Elementary Secondary Education; Hispanic Americans; Integrated Services; *Mixed Age Grouping; Newsletters; Nongraded Instructional Grouping; Professional Development; *Reading Difficulties; Scheduling; School Safety; School Security; School Size; *Science Education; *Student Employment; Student Evaluation; *Teacher Collaboration; Teacher Shortage; Teacher Supply and Demand; Teachers
IDENTIFIERS- Emotional Intelligence; Phonemic Awareness

This document is comprised of volume 14 of the Harvard Education Letter, published bimonthly and addressing current issues in elementary and secondary education. Articles in the six issues of this volume include the following: (1) January-February--"Multi-Age Classrooms: An Age-Old Grouping Method Is Still Evolving" (Walser), "Teachers Wanted: Schools Look for Creative Solutions to Upcoming Teacher Shortage" (Walters), "Schools Should be Safe, But Are They?" (Posner); (2) March-April--"Teachers in the Driver's Seat" (Lewis), "Time and Learning" (Sadowski), "Small Schools Work Best for Disadvantaged Students" (Farber); (3) May-June--"The Bilingual Education Debate" (Walters), "Bilingual Education and California's 'English for the Children' Initiative," "Paying Attention to ADHD" (Lynn); (4) July-August--"Working Teenagers: Do After-School Jobs Hurt?" (Kelly), "Full-Service Schools Respond to Families' Needs" (Farber), "Discussing Student Work Gives Teachers New Perspective"; (5) September-October--"From Sputnik to TIMSS: Reforms in Science Education Make Headway Despite Setbacks" (Freundlich), "Latino Achievement Reexamined" (Walters); and (6) November-December--"Learning To Listen May Help Children Learn To Read" (Walser), "Programs Fostering 'Emotional Intelligence' Show Promise" (Sadowski), "Building Collaborative Relationships: Educational Research in Schools" (Rubinstein-Avila and Suarez-Orozco), "A Parent's Influence is Peerless" (Kagan). Regular features include editorial statements and summaries of recent educational research. (KB)

ED 433 118   PS 027 814

Rockwell, Robert; Hoge, Debra Reichert; Searcy, Bill
Linking Language: Simple Language and Literacy Activities throughout the Curriculum.
PUB DATE- 99
NOTE- 264p.; Illustrations by K. Whelan Dery.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

and conclusions. Part II consists of seven country papers. "Labour Market Information (LMI) and Vocational Training Decision-Making in Hungary" (Lazar) outlines types of LMI to help vocational education and training (VET) planning and problems concerning LMI and its use for VET decision-making. "Labour Market Needs in Adult Training Programmes in Hungary" (Fodor) discusses the labor market training system and developing company-specific training programs. "Regional Employment and Training Observatory in France" (Guegnard, Perrier-Cornet) focuses on the observatory in Burgundy, an inter-institutional network. "New Methods for Linking VET with the Labour Market in Poland: The Results of a Pilot Application" (Kabaj) focuses on two methods: monitoring of shortage and surplus occupations and tripartite training agreements. "The Future of Skills and Work: Trends and Forecasts in Germany" (Tessaring) concludes that structural change in industry and society is accompanied by a major increase in the qualification requirements of the workforce. "Challenges of Incorporating Labour Market Requirements in the Vocational Training System: Slovenia" (Kramberger) provides a summary of broader processes that influence reform attempts to improve the VET system. "Linking Labour Market Analysis and Vocational Training in the United Kingdom" (Edgell) covers the sort of analysis undertaken at the national level. Part III has four discussion papers. "The Identification of Relevant LMI for VET" (Meijers) elaborates on the need for LMI in an industrial society and describes a new qualification model. "Labour Market Forecasts on Behalf of the VET System" (de Grip) focuses on the kind of LMI required to improve the transparency of the labor market and reestablish coordination between the labor market and VET system in the former centrally planned economies of Central and Eastern Europe. "Qualitative Information for Curriculum Development" (Dybowski) discusses ways to ensure that curricula remain up-to-date. "Linking Labour Market Analysis to Vocational Training Decision-Making: Dynamics and Mechanisms" (Mozdzenska-Mrozek) presents emerging links between VET and the labor market, institutions collecting and shaping information on the labor market situation in Poland, and VET reform in Poland. Contributor notes are appended. (YLB)

ED 432 666 CE 079 009

Enhancing the Role of Social Partner Organisations in the Area of Vocational Education and Training in the Candidate Countries of Central and Eastern Europe. Institutional Arrangements. Report.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Economic Development; *Educational Development; Educational Legislation; Employer Employee Relationship; *Employers; *Federal Government; Foreign Countries; Government Role; Government School Relationship; Job Training; Labor Force Development; Labor Market; Labor Relations; Partnerships in Education; Postsecondary Education; Public Policy; School Administration; Secondary Education; Union Members; *Unions; *Vocational Education
IDENTIFIERS- *Europe (Central); *Europe (East); *Social Partners (European Community)

The role of social partner organizations in vocational education and training (VET) has been compared for Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, the Slovak Republic, and Slovenia. In these countries, a system license or sign their names; those at level 2 could locate an intersection on a map or understand an appliance warranty.) Results for the United States as a whole showed that typical TANF recipients had extremely low basic skills: 35 percent were at level 1, and 41 percent were at level 2. Because of low basic skills, the vast majority of jobs were not open to TANF mothers. The economy would have had to create six percent more jobs with very low basic skills (VLBS) to fully employ all welfare mothers. Separate analyses by county showed that the impact of welfare reform would vary greatly. In some counties, only 1 percent more jobs with VLBS were needed; in others, the number would have had to increase by more than 20 percent. Five of the twelve counties that would potentially have had the greatest difficulty moving their welfare recipients into jobs were in California. The study concludes that the need for improved basic skills among most current and former welfare recipients is acute. (Appendixes contain 29 references, 3 tables, and additional study information.) (YLB)

ED 432 683 CE 079 038

A Planning Guide for Designing Worksite Externships for Educators.
PUB DATE- 98
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; Check Lists; *Education Work Relationship; Elementary Secondary Education; Experiential Learning; *Field Experience Programs; Institutes (Training Programs); Internet; Internship Programs; Partnerships in Education; *Program Design; Program Guides; Records (Forms); *School Business Relationship; Statewide Planning; *Teacher Education; Teacher Improvement; Vocational Education; World Wide Web
IDENTIFIERS- Ohio; Secretarys Comm on Achieving Necessary Skills

This guide, which is the product of a school-to-work (STW) leadership institute that was conducted to promote the development of collaborative initiatives linking STW with other school improvement strategies in Ohio, contains materials for and about worksite designing externships for educators. Included in the guide are the following items: STW overview; quick STW tips; what educators and business leaders need to know about teacher externships; overview of the Secretary's Commission on Achieving Necessary Skills (SCANS); and guidelines for organizing worksite externships. Concluding the guide are a 94-item STW bibliography and list of 29 STW Internet resources. Appendixes constituting approximately 50 percent of the guide contain the following: overview of the STW leadership institute; worksite preferences form; list of career clusters and categories; list of extern roles and responsibilities; questions to ask during company tours; comparison of internship and externship programs; agenda outline for worksite externship visits; worksite contact and worksite (host) confirmation forms; externship site checklist; worksite confirmation letter; leadership institute breakfast meeting agenda; checklist of worksite information for externs; SCANS onsite log; externship experience log; skills identification worksheet; externship debriefing team report; team member externship evaluation and worksite externship evaluation forms; and letter of appreciation to worksite hosts.

attainment among welfare and non-welfare populations. (Appendixes contain 39 references, study scope and methodology, and comments from the Department of Health and Human Services.) (YLB)

ED 432 700 CE 079 065

Welfare Reform. States' Implementation and Effects on the Workforce Development System. Statement of Cynthia M. Fagnoni, Director, Education, Workforce, and Income Security Issues, Health, Education, and Human Services Division. Testimony before the Subcommittee on Postsecondary Education, Training, and Life-Long Learning, Committee on Education and the Workforce, House of Representatives.

PUB DATE- 99
NOTE- 20p.; For a related document, see CE 079 064.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Comparative Analysis; Cooperative Programs; Coordination; Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; Job Placement; Job Search Methods; *Job Training; *Labor Force Development; *Program Effectiveness; Program Evaluation; *State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs

Research on effectiveness of welfare-to-work approaches shows programs that combine approaches--job search assistance and education and training--have better employment and earnings outcomes than either approach alone. Consistent with findings and the work focus of the Personal Responsibility and Work Opportunity Reconciliation Act, states have been revising welfare programs to focus on moving people into employment rather than providing monthly cash assistance. States often expect clients to test the job market for a time before providing other services. Education and vocational training are largely reserved for those who need it to get or keep a job or to advance on a career ladder. As welfare agencies focus more on moving clients into jobs, goals and operations of the welfare system have become increasingly similar to those of the work force development system. The two systems are working more closely to meet needs of Temporary Assistance for Needy Families (TANF) clients. A review of seven state-sponsored studies and a recent nationwide study show that most adults who left welfare were employed at some time; many have returned to the welfare rolls. As welfare reform continues to evolve, attention should be paid to emerging challenges: develop ways in which systems can help the hardest-to-employ get and keep a job; enhance opportunities for low-wage workers to maintain employment and increase earnings; and develop ways to foster greater collaboration between the workforce development and welfare systems to meet employment needs of TANF clients. (YLB)

ED 432 701 CE 079 066

Alheit, Peter, Ed.; Kammler, Eva, Ed.
Lifelong Learning and Its Impact on Social and Regional Development. Contributions to the European Conference on Lifelong Learning (1st, Bremen, Germany, October 3-5, 1996). Collected Papers.
PUB DATE- 98
NOTE- 859p.

describe the multiple realities in working single mothers' lives, and that the dominant stress discourse, which is individualistic, apolitical, and ahistoric, does not fully capture these women's experiences. A new conceptual framework that challenges the dominant stress discourse is presented. (Contains 28 references.) (Author/MKA)

ED 432 719 CG 029 449

Wallisch, Lynn S.; Liu, Liang Y.
Texas School Survey of Substance Use among Students: Grades 4-6, 1998.
PUB DATE- 99
NOTE- 65p.; For the Grade 7-12 survey, see ED 429 256.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Access to Information; Behavior Problems; Demography; Drinking; *Drug Use; Family Structure; High Risk Students; Intermediate Grades; Marijuana; Parent Attitudes; Peer Influence; Perception; questionnaires; Racial Differences; *School Surveys; Sex Differences; Smoking; Socioeconomic Status; Student Surveys; Tables (Data)
IDENTIFIERS- Inhalants; Pattern Analysis; Protective Factors; *Texas

This booklet reports on the results of the 1998 Texas School Survey of Substance Use among Students: Grades 4-6. The statewide school survey monitors trends in substance use among public school students, identifies emerging problem areas, and serves as a basis of comparison for local school surveys which are conducted annually by various school districts throughout the state. The 1998 survey results were based on responses from 91,168 students from 66 participating school districts in the state. In addition to the prevalence of alcohol and drug use, this study addresses aspects of peer, parent, and school influences on substance use behaviors at a very early age when prevention and intervention is most effective. Chapter 1 is concerned with patterns of substance use and covers tobacco, alcohol, inhalants, and marijuana. Chapter 2 provides demographic correlates of substance use. Chapter 3 gives protective and risk factors related to substance use. Appendix A is the survey instrument; Appendix B contains 15 prevalence tables; Appendix C contains 5 additional tables; and Appendix D is a description and history of the survey and describes its limitations. (MKA)

ED 432 720 CS 013 593

Schumm, Jeanne Shay; Schumm, Gerald E., Jr.
The Reading Tutor's Handbook: A Commonsense Guide to Helping Students Read and Write.
PUB DATE- 98
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; High Risk Students;

agencies, it discusses "The New Three R's in Reading and Writing: Research, Redesign, and Rubrics" and considers their application in a reading literacy case report of how a reading program was changed. The paper then describes Surry County's experience with the Developing Efficient Readers project. It concludes with a discussion of the commonalities and differences of each approach and makes 5 recommendations for district leaders. A questionnaire, a list of about 70 SERVE publications, and an order form for the SERVE publications are included. (SC)

ED 432 742 CS 013 672

Ballinger, Mary F.
Using Language Arts Skills and Strategies in Aesthetic Literary Experiences To Improve the Reading Achievement of Third-Grade Students.
PUB DATE- 99
NOTE- 100p.; Educational Specialist Practicum, Nova Southeastern University. See CS 013 673 for a related document.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Elementary School Students; Grade 3; High Risk Students; *Instructional Effectiveness; Low Achievement; Primary Education; Reading Achievement; Reading Attitudes; *Reading Improvement; *Reading Strategies; *Word Recognition
IDENTIFIERS- Aesthetic Reading

This program was developed and implemented to improve the reading achievement of low-performing third-grade students through the use of language arts skills and strategies. The objectives for the program were for 80% of the target group to improve their identification of sight words; demonstrate positive reading attitudes; increase pleasure reading; increase their fluency in oral reading; and increase their decoding proficiency. The researcher modeled strategies, provided opportunities for in-class aesthetic reading, and encouraged the borrowing of books from the media center. The target group showed progress, but all objectives were not met. Contains 76 references; appendixes contain data, daily reading log forms, survey instruments, and pre- and posttest results. (Author/RS)

ED 432 743 CS 013 673

Ballinger, Mary F.
Reading Resource Guide.
PUB DATE- 99
NOTE- 30p.; See CS 013 672 for a related document.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Family Literacy; Literature Reviews; *Parent Participation; *Reading Research; *Reading Strategies; Reading Writing Relationship; Resource Materials
IDENTIFIERS- *Aesthetic Reading

Sharing research completed during a practicum project, this resource guide presents ideas, suggestions, and references to enhance children's and educators' repertoire of reading strategies. It lists 50 ways to encourage reading and writing connections at home; presents 10 reading strategies for unknown words; offers 17 suggestions for literacy programs for parents;

Effective Mentoring in English Education: Building Professional Partnerships. Professional Development Guide.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *English Teacher Education; Group Activities; *Instructional Innovation; *Mentors; Professional Development; Program Implementation; *Reading Instruction; *Teacher Workshops; *Training Methods
IDENTIFIERS- Texas

Intended for use as staff development for both new and experienced teachers who will participate in mentoring programs, this guide discusses effective mentoring in English education. Section 1 of the guide discusses the Texas Center for Reading and Language Arts and outlines how its multiple projects are designed to share successful strategies and current research in Language Arts and Reading instruction with Texas educators. Section 2, Professional Development, includes suggestions on how to guide participants through the workshop. Section 3, Handouts and Overheads Masters, contains 6 handouts and transparencies with key points and activities to accompany the speaker's notes; and section 4, Readings, contains three sections of applicable readings and a special appendix for working with student teachers. Contains 21 references and an 89-item annotated bibliography. (SC)

ED 432 763 CS 216 804

Ediger, Marlow
Phonics and Poetry in the Curriculum.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Learning Activities; *Phonics; *Poetry; Primary Education; Reading Aloud to Others; *Reading Writing Relationship; Rhyme; *Teacher Role
IDENTIFIERS- *Poetic Forms

In addition to a teacher's having the enjoyment and appreciation of poetry as an educational objective for his/her students, there are numerous objectives that stress learners becoming proficient in hearing phonic elements, such as in rhyme in verse read and written. For example, a student teacher and a cooperating teacher in a second/third grade heterogeneously grouped classroom first read a self-composed couplet aloud to their students who then brainstormed for rhyming words. After that, students volunteered to write couplets themselves. Students enjoy working with rhyming words and do see the connection between reading and writing. After composing the couplets, students can progress to triplets and quatrains. A limerick can also be read aloud to students, and the teacher can then ask questions about limericks, alliteration, and onomatopeia. Students benefit from listening to and composing perspectives guided instructors' decision-making and applications in the classroom. (Contains about 50 references and a table of data.) (Author/SC)

ED 432 785 CS 216 837

McFarland, Katherine P.
Writing-across-the-Curriculum: Advice from Pre-Service Educators to University Educators.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Higher Education; Journal Writing; *Preservice Teacher Education; Preservice Teachers; Secondary Education; *Student Attitudes; *Student Developed Materials; *Writing Across the Curriculum; *Writing Improvement; Writing Research

This paper examines students' practical knowledge to visualize and to design methods by which writing can be addressed across the curriculum. During two semesters of a teacher preparation course, Content Area Reading and Writing in Secondary Education, students discussed how Writing across the Curriculum (WAC) could be better incorporated by educators across the university campus in both traditional and non-traditional disciplines that are often not associated with writing. These secondary majors represented a wide variety of disciplines including Agriculture, Art, Business, Computer Science, English, Foreign Language, History/Geography, Home Economics, Industrial Technology, Health/Kinesiology, Mathematics, Music, Psychology/Philosophy, Science, and Theater. Even seasoned educators have difficulty incorporating writing as a pedagogical tool across the curriculum, particularly in those content areas that traditionally do not emphasize writing. In fields such as music, industrial arts, kinesiology, art, and other non-writing classes, educators often face the problem of determining how writing may be utilized. One solution to this problem may be to look to students, rather than educators, for ideas on how writing may be incorporated in a variety of disciplines. Students' comments are discussed in relation to current theoretical assumptions about the relationship between writing and thought. (Contains 22 references and a table of data.) (Author/SC)

ED 432 786 CS 216 838

McFarland, Katherine P.
Enjoying Student Research Papers: Instead of One, Try Eight!
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English Instruction; *Instructional Innovation; *Research Methodology; *Research Papers (Students); *Research Skills; Secondary Education; Teaching Methods; Writing Assignments; Writing Instruction

Discussing a teacher's effort to improve the research techniques of her secondary students, this paper outlines the implementation of controlled research projects. It suggests using many small projects to develop researching techniques, rather than one large "end-of-the-semester" project. The paper simplify the complexity of issues when the urgency related to these issues is high. Public education was characterized by mixed-typed situations that presented dilemmas for educators. These dilemmas exposed educators to a contradiction between their desire to meet social and political interests and their professional duty to perform planning processes that enable them to address properly the complexity of educational issues. (Contains 30 references, 3 tables, and 1 figure.) (RJM)

ED 432 807 EA 029 952

Kirkpatrick, Heather
Democratic Decision Making Theory and Practice in a Public High School: A Call for a Better Understanding.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Change; High Schools; *Participative Decision Making; *Participatory Research; Public Schools; School Administration; *Theory Practice Relationship

In this paper the work of democratic theorists is applied to an analysis of democratic decision-making in a public high school. The article opens with a brief description of democratic decision-making as a school-reform strategy. The data for the study were collected in 1998 and 1999 and were based on 52 interviews with teachers, administrators, students, and parents, and 45 observations of decision makers' meetings. The research focused on decision making as an end in itself, rather than as a means to a desired educational outcome, and centered on three questions: What is the appeal of democratic decision-making processes? What sorts of tensions arise from the processes -- what is difficult about democratic decision making? and How are the tensions attended to and/or resolved, if at all? The findings show that democratic theory is useful in explaining the issues that teachers, students, parents, and administrators articulate and reflect the concerns expressed by democratic theorists. The paper highlights the ways in which democratic theory may offer answers that schools involved in democratic decision-making may find useful. It concludes by suggesting that there is a need for researchers to develop an assessment tool that can be used to evaluate democratic decision-making processes. (Contains 44 references.) (RJM)

ED 432 808 EA 029 953

Database Initiative Project: Supporting Education Decision Making.
PUB DATE- 99
NOTE- 23p.; Prepared by KPMG LLP. Sample website graphics may reproduce poorly but are unessential to the text.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; Database Design; *Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; School Effectiveness
IDENTIFIERS- Database Development; *Oregon

This paper reports on Oregon's Database Initiative Project (DIP).

Help Address the Safety Issues and Challenges Facing Most Public School Districts.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; Excellence in Education; Intervention; Prevention; *Public Schools; *School Safety; *School Security; *Student Welfare
IDENTIFIERS- *Texas

This booklet presents ways to ensure student safety in Texas schools. It offers a 10-step plan that, when implemented in a systematic way, can reduce acts of school violence. The steps are divided into three components: prevention, intervention, and enforcement. In prevention it is important to know the goals and objectives; to be proactive; to identify roles and responsibilities; to prepare a comprehensive plan; to establish clear expectations for students, parents, teachers, and administrators; and to address warning signs before they turn into trouble. In the intervention mode it is important to look for trouble before it erupts. The report suggests that various detection methods be used, that outsiders' access to students be restricted, that students be given strategies for dealing with bad situations, that troubled families be identified, that individuals be in the right place to intervene, and that there be a plan of action, continually rehearsed, that is appropriate for various occasions. The third component of the school-safety plan, enforcement, suggests that there be no double standards and that the student code of conduct be used to set standards. Discipline management should extend inside and outside the classroom, and teachers and staff should have appropriate training in discipline-management techniques. (RJM)

ED 432 828   EA 029 979

Top 10 Ways To Improve Public Schools. Innovative Solutions To Help Address the Issues and Challenges Facing Most Public School Districts.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Improvement; *Educational Innovation; Educational Quality; Elementary Secondary Education; Excellence in Education; *Public Schools; Summative Evaluation
IDENTIFIERS- *Texas

This report offers the top 10 challenges identified by public schools and the ways that the Texas School Performance Review (TSPR) suggests that these issues be addressed. The TSPR ensures that scarce education resources are spent in the classroom. For a TSPR review, the TSPR team is invited in for months of detailed study, during which it asks for input from administrators, principals, teachers, students, parents, and community leaders. After 7 years of studying more than 24 school districts the TSPR team formulated the following reviews obligations of school districts under Section 504, including legal responsibilities relating to least restrictive environment, due process and procedural safeguards, and AT. The final section of the booklet discusses remedies available when parents disagree with a decision made by the school and the remedies available when attorneys or advocates seek to address more systemic problems. (CR)

ED 432 847 EC 307 332

Kalafat, John; Illback, Robert J.; Sanders, Daniel
Implementation and Outcome Evaluation of Statewide School-Based Family/Youth Services.
PUB DATE- 98
NOTE- 7p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Elementary Secondary Education; Factor Analysis; *Family Involvement; Family Programs; *Integrated Services; *Outcomes of Education; Predictor Variables; Program Effectiveness; Program Evaluation; *School Community Relationship; *Special Needs Students
IDENTIFIERS- *Kentucky

This study evaluated the degree and quality of program implementation and educational outcomes associated with Kentucky's Family Resource and Youth Service Center, a school-based family resource and support program which emphasized increased involvement of families of special needs students and the community with their schools. Twenty centers serving approximately 2,000 students and their families were visited over a 2-year period. Factor analysis identified five factors that accounted for 88.8 percent of the variance in implementation and outcomes. They were: (1) teachers' knowledge/familiarity with the Center; (2) teachers' active involvement with the Center; (3) family and community involvement with the Center; (4) the Center program's mission focus; and (5) teachers' awareness of Center's mission. In general, teachers' active involvement with the Center was the most consistent positive predictor of educational outcomes. However, family and community involvement with Centers was inversely related to educational outcomes, a finding which suggests that putting effort into enhancing community supports and family connection with them is a long-term strategy that may not show results as immediately as involvement with the school. (DB)

ED 432 848 EC 307 333

Lazear, Katherine J.; Gomez, Angela; Chambers, Tina
Looking at Success: Experiences of a Select Group of Children and Young Adults with Serious Emotional Disturbance.
PUB DATE- 98
NOTE- 6p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Emotional Development; *Emotional Disturbances; *Evaluation Methods; *Psychometrics; Student Characteristics; Test Norms; Test Reliability; Test Validity
IDENTIFIERS- *Behavioral and Emotional Rating Scale; *Strength Based Assessment

This paper reports on the development of a scale to identify a child's emotional and behavioral skills, competencies, and characteristics, the Behavioral and Emotional Rating Scale: A Strength-Based Approach to Assessment (BERS). The BERS is a 52-item scale that identifies strengths in five areas: interpersonal strengths, family involvement, intrapersonal strengths, school functioning, and affective strengths. This paper describes development of norms for children without disabilities as well as for children with emotional or behavioral disorders, results of factor analyses, studies of the scale's concurrent and construct validity, and reliability studies. The paper suggests that the BERS is suitable for five uses: (1) to identify children with limited emotional and behavioral strengths; (2) to target goals for an individual treatment plan or individual educational plan; (3) to identify strengths and weaknesses for treatment; (4) to document progress in a strength area as a consequence of specialized treatment or services; and (5) to measure strengths in research and evaluation projects. (DB)

ED 432 866 EC 307 353

Casas, J. Manuel; Furlong, Michael J.; Alvarez, Maria; Wood, Michelle
Que Dice? Initial Analyses Examining Three Spanish Translations of the CBCL.
PUB DATE- 98
NOTE- 7p.; In: Chapter 9, "Measurement and Description of Children with Emotional Disturbances," of Proceedings of the Annual Report Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Behavior Rating Scales; Check Lists; *Disability Identification; *Emotional Disturbances; *Hispanic Americans; Language Processing; Screening Tests; Spanish Speaking; Student Evaluation; Test Validity; *Translation
IDENTIFIERS- *Child Behavior Checklist

This study describes preliminary research efforts to examine the validity and utility of three Spanish versions of the Child Behavior Checklist (CBCL), the most extensively used and researched rating scale of children's internalizing and externalizing emotions. The study involved: (1) identification of Spanish items that were significantly different in meaning from the English version; (2) rating by 15 bilingual individuals of the items they judged preferable from all three Spanish versions; and (3) preliminary investigation of CBCL profiles of children whose parents opted to use a Spanish version as compared to those whose parents used the English version. The first analysis indicated that a number of CBCL items required additional clarification and analysis. The rating of individual items on the original Toronto version and the modified Los Angeles and San Francisco versions found only 10 (of 48) items were equally acceptable across all three Spanish versions. Comparison of profiles of 10 Hispanic-

NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bond Issues; *Educational Facilities Improvement; Elementary Secondary Education; Policy Formation; Politics of Education; *Public Schools; *School Construction; *State Aid; *State School District Relationship
IDENTIFIERS- *California

This report examines the history of California school construction financing and its past pitfalls, highlights the problems with pre-existing programs, and explores the history of bond initiatives during the past 5 decades. It begins by examining the State Allocation Board and its staff (the Office of Public School Construction) and reviewing the role of the Board which is responsible for establishing policies for the distribution of school facility financing funds. It also discusses how the Board has evolved during the past 5 decades from one that sets policy for various loan programs to one that today sets policy for grant programs. Other legislative or voter initiatives that have affected the Board's policies and procedures are examined, noting the Board's frequently changed policies that adversely affected school districts' attempts at securing funding. How districts were forced to employ sophisticated personnel or contract with savvy consultants in order to secure state financing for their construction projects is also highlighted. The paper provides details regarding new financing programs, comparing them to earlier ones, and examines how the Board is required to respond to district requests. It concludes with options the State may consider to improve funding administration. An appendix provides descriptions of school district financing mechanisms. (GR)

ED 432 886 EF 005 550

Lackney, Jeffery A.
Quality in School Environments: A Multiple Case Study of the Diagnosis, Design and Management of Environmental Quality in Five Elementary Schools in the Baltimore City Public Schools from an Action Research Perspective. Volumes I and II.
PUB DATE- 96
NOTE- 539p.; Ph.D., University of Wisconsin, Milwaukee. Original document contains poor-quality reproductions of photographs.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Action Research; Case Studies; *Educational Environment; Educational Research; Elementary Education; *Elementary Schools; *Environmental Influences; *Public Schools; Research Design; *Student School Relationship; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD

Environmental factors are being increasingly recognized as playing a role in school effectiveness and educational outcomes. Volume 1 examines what is known concerning the diagnosis, design, and management of environmental quality in schools, and the perceived relationship between environmental quality and educational outcomes, as revealed in an investigation of five elementary schools in the Baltimore City Public School System. The following issues are addressed: (1) the perception of the nature of environmental quality within

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alarm Systems; Construction Materials; *Educational Facilities Design; Elementary Secondary Education; *Fire Protection; Foreign Countries; Guidelines; Public Schools; *School Construction; *School Safety; Standards
IDENTIFIERS- *Emergency Evacuations; England

This bulletin offers guidance on English school premises regulations applying to safety protection against fires in the following general areas: means of escape in case of fire; precautionary measures to prevent fire; fire warning systems and fire fighting; fire spreading speed; structures and materials resistant to fires; and damage control. It includes major revisions in the requirements for means of escape and the requirements aimed specifically at the designers of new construction. It also provides recommendations on planning and construction of escape routes dealing primarily with the number, width, location and construction of these routes. The use of fire resistant construction in its ability to restrict the spread of smoke and flame are explored as are suggestions on installing wiring equipment; everyday precautions occupants should observe if other precautions are not to be nullified; the ways fires can be prevented through careful design, management, and maintenance practice; and ideas for limiting fire damage. (GR)

ED 432 907 FL 025 847

Jansen, Louise M., Ed.; Liddicoat, Anthony J., Ed.
Lifting Practice: Teachers as Researchers in the Language Classroom.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Class Activities; Classroom Environment; *Classroom Research; Classroom Techniques; Discourse Analysis; Educational Research; Elementary Secondary Education; *English (Second Language); Foreign Countries; Games; Heritage Education; Indonesian; *Language Research; *Language Teachers; Language Usage; Learning Problems; Oral Language; Preschool Education; Reading Comprehension; Reading Strategies; *Second Language Instruction; Second Language Learning; Second Languages; Skill Development; Speech Skills; *Teacher Role; Textbook Content; Word Order

The collection of essays on classroom research for second language teachers includes: "Teachers as Researchers in the Language Classroom: An Overview" (Anthony J. Liddicoat, Louise M. Jansen); "A Visit to the Art Gallery: An Oral Exercise in a Second Language" (Meri Dragicevic); "Encouraging Class Cohesiveness in the LOTE Classroom" (Corine Cordes); "Can Card Games Promote the Sustained Use of LOTE Between Students?" (Therese Dupe); "Evaluating Information Gap Activities for Profiling Oral Interaction Skills" (Fiona Arthur); "What Factors Have Inhibited Second Language Development for an 'Unsuccessful' Language Student?" (Barbara Cairns); "Second Language Acquisition and Its Implications for Teaching: Teaching Word Order in Indonesian" (Melissa Gould); "Students' Approaches to Reading Comprehension" (Mary Nicolson); "Reading Activities in Early Childhood Classes" (Melanie Hobbs); "Introducing a Reading Strategy to ESL Students" (Lorna Fleetwood); and "Teaching Students to Communicate: An implementing most of the program's elements. Even after transitioning to English-only instruction, "Exito para Todos" third graders performed better on English assessments than control students who were primarily taught in English. For students acquiring English receiving ESL instruction, effect sizes for all comparison groups were also positive. (Contains 34 references.) (MSE)

ED 432 928 FL 025 945

Baker, Keith
Basics of Structured English Immersion for Language-Minority Students.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Curriculum Design; Elementary Secondary Education; *English (Second Language); *Immersion Programs; Language Minorities; Language of Instruction; Limited English Speaking; *Program Design; Second Language Instruction; Teaching Methods
IDENTIFIERS- California; *Structured English Immersion

The design of California's Structured English Immersion (SEI) program for limited-English-speaking students, which replaced its bilingual education program by state mandate, is described and suggestions for implementation are offered. SEI has several variations, each characterized by (1) extensive use of English and (2) use of English-as-a-Second-Language (ESL) methodology, which differs from mainstream English instruction. The report discusses differences between SEI, bilingual education, and sink-or-swim English language programs, research evidence supporting the effectiveness of SEI in different states and settings, the reasons for this effectiveness, factors to be considered in choosing SEI, and how to put together an SEI program, using examples from existing program designs. A study of SEI's use in Seattle (Washington) public schools is appended. (Contains 6 tables and 39 endnotes.) (MSE)

ED 432 929 HE 032 228

Kaufman, Phillip; Chen, Xianglei
Projected Postsecondary Outcomes of 1992 High School Graduates. Working Paper Series.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Asian Americans; Bachelors Degrees; Black Students; College Bound Students; *College Outcomes Assessment; Ethnic Groups; Followup Studies; Graduate Surveys; High School Graduates; Higher Education; Hispanic Americans; Income; Longitudinal Studies; Racial Factors; Tables (Data)
IDENTIFIERS- *Beginning Postsecondary Students Long Study; *National Education Longitudinal Study 1988

This report uses data from the third follow-up of the National

Hast, Robert H.
Federal Research Grants: Compensation Paid to Graduate Students at the University of California. Report to the Chairman, Committee on Commerce, House of Representatives.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Compensation (Remuneration); *Compliance (Legal); Federal Aid; *Graduate Students; *Graduate Study; *Grants; Higher Education; *Research and Development; *Research Assistants
IDENTIFIERS- *University of California

This report presents findings of an investigation of the use of federal research and development grant funds by the University of California system in its payments to graduate student researchers (GSRs). Specifically, the study examined whether: (1) compensation paid to GSRs was in accordance with guidelines of the Office of Management and Budget; (2) foreign GSRs were receiving a larger share of federal research funds than resident GSRs; (3) the university's treatment of GSR compensation for federal income tax purposes was consistent with charging such money to federal grants; and (4) oversight provided by the Department of Health and Human Services (HHS) was adequate. Relevant findings indicated: (1) the university charged federal sponsored research $19.3 million for compensation in excess of what it paid first-level postdoctoral researchers for comparable work; (2) foreign GSRs received a larger proportionate share of total tuition and fee remission costs charged against federal grants than did resident GSRs; (3) no conclusion could be reached concerning proper tax treatment of tuition remission provided to GSRs; and (4) HHS ensured that the institution had not requested GSR compensation to exceed certain caps. A letter from the Internal Revenue Service explaining tax treatment of tuition remission is appended. (DB)

ED 432 949 HE 032 257

Driscoll, Amy; Gelmon, Sherril B.; Holland, Barbara A.; Kerrigan, Seanna; Spring, Amy; Grosvold, Kari; Longley, M.J.
Assessing the Impact of Service Learning: A Workbook of Strategies and Methods. 2nd Edition.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Educational Methods; *Evaluation Methods; Formative Evaluation; Higher Education; Models; *Program Evaluation; School Community Relationship; Self Evaluation (Groups); *Service Learning; Summative Evaluation

This guide, in workbook form, offers an assessment model for service learning programs that focuses on the four constituencies of service learning: students, faculty, community, and the institution. The approaches described were evaluated and refined in a pilot study with 10 service learning

(Contains 42 references.) (MDM)

ED 432 968 HE 032 676

Dietrich, Linnea; Hurd, Diane Smith
Art: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 39p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art; Art Education; *Art History; *College Curriculum; *College Instruction; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; Race; *Sex Bias; Sex Differences; Sex Fairness; Teaching Methods; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which art and art history, as disciplines, have been influenced by feminist scholarship and research into the areas of gender, sexuality, and race. It explains that before the interventions of feminist art historians and theorists of art, beginning in the 1970s, the history of art was conceived of and taught as a chronological sequence of masters and monuments in Western art. The essay goes on to note that a feminist history of art emerged in the 1970s, led by the publication of Linda Nochlin's essay "Why Have There Been No Great Women Artists?" It explains that feminism, art, and arts activism have gone hand in hand since the early days of the contemporary women's movement. In 1980s feminist art history continued to investigate women's achievements, as well as focusing on challenging the traditional assumptions of art history itself; in the 1990s authors and publishers were attempting to include women artists in survey texts. The feminist perspective has also influenced pedagogy, leading to more interaction and collaboration between teachers and students. (Contains 125 references.) (MDM)

ED 432 969 HE 032 677

Spanier, Bonnie
Biology: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 26p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Biology; *College Curriculum; College Instruction; Females; Feminism; *Feminist Criticism; Higher Education; Molecular Biology; Science Instruction; Scientific Attitudes; *Scientific Research; *Sex Bias; Sex Differences; Sex Discrimination; *Sex Fairness; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which biology, as a discipline, has been influenced by feminist scholarship and research into the areas of gender and sexuality, focusing on the validity, limits, and gender bias of scientific objectivity. It explains that gender bias exists not only in who traditionally has been expected to do science (namely white males), but also in what counts as science, noting that "home economics," which started

*Teacher Role; Teacher Student Relationship; Workshops
IDENTIFIERS- Learning Environments; *Single Sex Classes

This study examined gender differences and the process of Internet-assisted inquiry in a single-sex, technology-enhanced environment as female students pursued research topics within a math and science framework. Five group case studies consisted of various configurations selected from a cohort group of students and teachers representing two city school systems, five county systems, and one private school. Participants were teachers and female students representing grades 5 through 8 from a purposive sample in a lab-type setting where they engaged in group inquiry with the assistance of networked computers, peers, teachers, and other resources available on a university campus. A qualitative approach to research was implemented using the constant comparative method of data analysis. Data in the form of observational field notes, transcripts of video tapes, artifacts, and photos resulting from a two-week summer workshop revealed interesting findings regarding student behaviors while interacting with computers in a single-sex environment. Results from the study indicated that female students--when interacting within a single-sex environment--display similar behaviors as male students do when engaging in technology-enhanced activities. Additional findings show that the classroom teacher, operating within a theoretical framework and personal educational philosophy, can either hinder or enhance student processes. (Contains 20 references.) (Author/AEF)

ED 432 988 IR 019 712

Garrigan, Scott
BEN:LINCS: A Community Model for the Pennsylvania Education Network.
PUB DATE- 99
NOTE- 9p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Education; *Computer Networks; Cooperative Programs; *Educational Resources; Educational Technology; Elementary Secondary Education; Higher Education; *Information Networks; *Learning Activities; Models; Online Catalogs; *Partnerships in Education; Program Implementation; World Wide Web
IDENTIFIERS- Connectivity; Pennsylvania (Bethlehem); Wide Area Networks

BEN:LINCS (Bethlehem Education Network: A Local Instructional Network for Culture and Science), a Pennsylvania Testbed Project, attempts to demonstrate a sustainable model that supports network-based educational activities among schools, homes, libraries, museums, and local cultural organizations. The BEN:LINCS project envisioned a community-based network of local organizations making their educational resources available over the World Wide Web. Highly motivating learning activities would be developed that were relevant to the community and that could engage students in school or at home. This paper begins with an overview of BEN:LINCS and its partners. Ten projects are then described in the following categories: (1) SMART Net, projects that involve the SMART Discovery Center (a local science museum) and Lehigh

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Computer Uses in Education; *Educational Development; Educational Finance; Educational Resources; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Government; Federal Programs; *Financial Support; Futures (of Society); *Government Role; Hearings; *Information Technology; Internet; Partnerships in Education; Postsecondary Education; Private Sector; Program Development; Program Evaluation; Resource Allocation; Teacher Education; *Telecommunications
IDENTIFIERS- Access to Technology; Congress 105th; Information Infrastructure; *Technology Role; Universal Service (Telecommunications)

This hearing examined federal and private sector programs that provide assistance to schools and libraries to ensure that telecommunications technologies are being used effectively by schools. Topics include: local, state and national information infrastructures; program development; the role of technology; increase in funding; access to the Internet and technology "haves" and "have nots"; the E-rate; teacher training; partnership projects; corporate support; evaluation efforts; and technological advancement and the future of education. Included are the statements of: Forrest J. Fisher, Director, Education Technology Support Center, Education Service District 105; Brent D. Frey, Supervisor of Computer Services, West Shore School District; Carlotta C. Joyner, Director, Education and Employment Issues, General Accounting Office; Jane J. Prancan, Executive Director, US West Foundation; Marilyn Reznick, Vice President, Education Programs, AT&T Foundation; Linda Roberts, Director, Office of Educational Technology and Special Advisor to the Secretary on Technology, Department of Education; Tom W. Sloan, Delaware State Librarian; Joseph W. Waz, Jr., Vice President, External Affairs, Comcast Corporation; and Nancy M. Mitchell, Director, Education Market Group, Pacific Bell. (AEF)

ED 433 007 IR 019 733

Legislative Proposals To Protect Children from Inappropriate Materials on the Internet. Hearing on H.R. 3783, H.R. 774, H.R. 1180, H.R. 1964, H.R. 3177, and H.R. 3442 before the Subcommittee on Telecommunications, Trade, and Consumer Protection of the Committee on Commerce, House of Representatives, One Hundred Fifth Congress, Second Session.
PUB DATE- 98
NOTE- 90p.; Serial No. 105-119.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Censorship; Children; Elementary Secondary Education; Federal Legislation; Federal Regulation; Freedom of Speech; Hearings; *Information Policy; *Internet; *Obscenity; *Pornography; Public Policy; Standards; Users (Information)
IDENTIFIERS- Child Pornography; *Child Protection; Congress 105th; Filters

This hearing addresses legislative proposals to protect children from inappropriate materials on the Internet. Among the issues discussed are federal investments and information access, defining standards for protection, child pornography and marketing to children, filtering technology and adult verification services, and freedom of speech. Included are the statements of: Laith Paul Alsarraf, President and Chief Executive Officer (CEO), Cybernet Ventures, Inc.; John Bastian, CEO, Security Software Systems, Inc.; Jerry Berman, Director,

Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1998.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 103p.; For 1997 edition, see ED 431 410.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Clearinghouses; *Educational Resources; *Publications
IDENTIFIERS- *ERIC; ERIC Clearinghouses; Resources in Education

This annotated bibliography of ERIC clearinghouse and support contractor publications covers 224 documents announced in "Resources in Education" (RIE) from January through December 1998. The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by clearinghouse. Within each clearinghouse section, documents are listed in accession number order. The content of citations is the same as that in RIE. The introduction to the bibliography provides information on the ERIC system, ERIC abstract journals, ERIC clearinghouse and support contractor publications, bibliographies of these publications, the organization of this bibliography, availability of ERIC clearinghouse and support contractor publications, adjunct ERIC clearinghouses, ACCESS ERIC, and AskERIC, as well as a sample document resume and a statistical summary of ERIC publications by clearinghouse by year (1968-98). Subject, personal author, and institution indexes are provided. Appendices include: document resumes for adjunct ERIC clearinghouse, ERIC support contractor, and ERIC Program Office publications; ERIC-at-a-Glance (ERIC system components graphically displayed); a directory of ERIC network components; and an ERIC Document Reproduction Service order form. (AEF)

ED 433 027 IR 057 412

Hernon, Peter; Shuler, John A.; Dugan, Robert E.
U.S. Government on the Web: Getting the Information You Need.
PUB DATE- 99
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Federal Government; *Federal Programs; *Government Publications; Information Services; *Information Sources; Public Agencies; *World Wide Web
IDENTIFIERS- *Web Sites

This guide organizes nearly 1,000 federal government World Wide Web sites and shows users how to find the information they need quickly and easily. More than a directory, this resource gives users a clear understanding of U.S. government agencies, their online publications, and their applications. There is background material on all three branches of the government and the information they disseminate. Users can also discover where to find government programs and services that are available through the Web. Chapters are: (1) Government Information and Its Importance; (2) Government: Structure and Types of Publications; (3) Search Engines: Negotiating the Information Maze; (4) Executive Branch; (5) Independent Establishments and Quasi-Government Agencies; (6) Legislative Branch; (7)

of degrees, awards, and certificates completed by discipline and occupation. Community colleges in California awarded a total of 61,008 associate's degrees and 25,391 certificates. This is an increase of 470 degrees and a decrease of 884 certificates compared with the prior year. Table 5 provides information on the number of full-year transfer students from community colleges in California to the University of California and the California State University for the 1995-1996, 1996-1997, and 1997-1998 fiscal years. The total number of full-year transfers to both the University of California and the California State University decreased compared with the prior year (282 and 2,803, respectively). (TGO)

ED 433 046 JC 990 530

Puyear, Don
Meeting Workforce Development Needs through Applied Baccalaureate Degrees. A Concept Paper.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bachelors Degrees; *College Role; Community Colleges; *Educational Objectives; Higher Education; Labor Force Development; *Needs Assessment; State Boards of Education; *Undergraduate Study
IDENTIFIERS- *Arizona

Based on a meeting of the Legislative Higher Education Study Committee on January 1998, the State Board of Directors for Community Colleges and the Arizona Board of Regents formed a study committee to develop a system for identifying and meeting demonstrated needs statewide in relation to the development of an applied baccalaureate degree program. This document proposes a process for identifying the need for applied baccalaureate degrees, including a request for proposal component. This paper describes the background and context, as well as addresses the need for an applied baccalaureate degree. This process is expected to provide benefits to the community colleges, universities, Board of Regents, and the citizens of the state. The process assures that identified needs for applied baccalaureate programs in the communities served by the college will be seriously addressed. The most desirable outcome will be for a public or private four-year university to come forward and address the need. Only if this fails to happen will the possibility of a community college offering the applied baccalaureate be considered. (JJL)

ED 433 047 JC 990 534

Dinchak, Marla
Using the World Wide Web To Create a Learner-Centered Classroom.
PUB DATE- 99
NOTE- 6p.; Paper presented at the NISOD International Conference on Teaching and Leadership Excellence (1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Computer Uses in Education; Educational Technology; *Learner Controlled Instruction; Learning Activities; Learning Strategies; Multimedia Materials;

assessment is taken to mean the systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information both to document and to improve student learning. St. Louis' program is faculty-driven, ongoing, designed to refocus institutional attention on quality instead of enrollment growth, and is separate from faculty evaluation. Under the plan, the primary work of assessment is performed by the assessment units--such as instructors, academic departments, career program offices, and college service units--with the support of the campus assessment committee. The assessment process itself employs a five step model of outcomes assessment: (1) identify mission and goals; (2) identify outcomes; (3) determine an appropriate means of assessment; (4) collect the results; and use the results to improve student learning. Sample forms are included. (CAK)

ED 433 065 JC 990 559

The Assessment Plan and a Five-Year Plan for Full Implementation of Assessment at St. Louis Community College.
PUB DATE- 99
NOTE- 96p.; Submitted by the Summer Project Task Force on Assessment.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Community Colleges; Educational Assessment; Educational Planning; Evaluation Methods; *Institutional Evaluation; Performance; *Program Evaluation; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Saint Louis Community College MO

This report from St. Louis Community College (Missouri) provides an update of the college's activities and outcomes in accordance with the North Central Association's (NCA) standards for institutional effectiveness. It also outlines the college's assessment operations for the next five years, identifying specific activities to develop the systematic assessment of student learning and the process of feeding information back to faculty for improvement of courses, curriculums, and programs. This document describes the assessment process as having five components: (1) mission and goals; (2) outcomes; (3) means of assessment; (4) results of assessment; and (5) use of results. Institutional effectiveness is defined as the assessment of all units of the college--academic programs and departments, college services, and student development offices--and provides specific measures of assessment. Plans for the organization and supervision of assessment are also provided, including details on staffing, staff development, and resources. Appended are the 1996 Assessment Plan, reporting forms, the college's statement on general education, a timetable and flow chart for assessment, response to NCA concerns, job descriptions, the Learning Circle Model, committee assignments of programs and college services, assessment vocabulary, and frequently asked questions. (JJL)

ED 433 066 JC 990 560

Findings and Planning Recommendations for Linkages between Non-Credit English as a Second Language, Transitional Studies, City

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Autism; Child Development; *Cognitive Development; Congenital Impairments; Constructivism (Learning); *Language; Language Impairments; Learning Theories
IDENTIFIERS- Cognitive Sciences; *Computational Learning Theory; Consciousness; Private Speech; Social Constructivism; Turners Syndrome; *Vygotsky (Lev S); Williams Syndrome

Integrating Vygotsky's sociocultural theory of the mind and cognitive science's computational model, this book focuses on how the computational mind uses language to mediate the internal and external worlds during thought. The first part of the book establishes the basis for unifying social and computational approaches to mind through language. Chapter 1 examines the internalist-externalist dichotomy. Chapter 2 examines the reigning paradigm in computational mind science and proposes a framework to integrate externalism and internalism and transcend the false dichotomy. Chapter 3 spells out the basic issues of Vygotsky and cognitive science and argues their unity in terms of the ways that language manages and codes mind-world tradeoffs. The second part of the book explicitly integrates Vygotsky and cognitive science, focusing on three issues: subjectivity, control and the language for thought, and breakdown. Chapter 4 argues that subjectivity has three modes--nonconscious processing, consciousness, and metaconsciousness--and that the properties of metaconsciousness are useful in reinterpreting recent cognitive science experiments on problem solving, meta-knowledge, and distributed representation. Chapter 5 gives a computational interpretation of the Vygotskyan notion of private speech and maintains that humans have a language for thought, a cognitive and behavioral control language. Chapter 6 looks at how certain disorders such as Williams syndrome disrupt speech for mental and behavioral regulation by delinking the language "of" thought from the language "for" thought and maintains that these syndromes provide the crucial negative evidence required for all putative mental phenomena. Contains approximately 500 references. (KB)

ED 433 085 PS 027 420

Vast, Teresa
Higher Education as a Model for Financing Early Care and Education: Learning between Systems. A Report of The Financial Aid Think Tank (Minneapolis, Minnesota, June 29-July 1, 1998).
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.; NorthWestNet, Bellevue, WA.
PUB DATE- 98
NOTE- 59p.; A product of the Minnesota Early Care and Education Financing Partnership. KidsPlan is also a member of the partnership.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Day Care; *Early Childhood Education; *Educational Finance; Financial Needs; *Financial Support; *Higher Education; Models; Paying for College
IDENTIFIERS- Child Care Costs

The Minnesota Early Care and Education Financing Partnership, seeking financing solutions for their state, sponsored a meeting in mid-1998 among prominent thinkers from the early care and education and higher education financial aid communities. The meeting produced two sets of results. The insects, fish, birds, circus, and dinosaurs; and (6) "Transportation." Each theme is designed to merge play with child-initiated and teacher-created experiences. The descriptions of each of the 30 themes include the following: (1) thematic web diagram; (2) theme goals; (3) suggested vocabulary words; (4) child-created bulletin board; (5) thematic activities; (6) bibliography of selected children's books; and (7) parent letters related to the theme. Also included with the collection is a CD-ROM containing instructional and additional resource materials. An appendix contains full-page enlargements of sheet music presented in various themes. (KB)

ED 433 102   PS 027 785

Bernard, Stanley N.; Knitzer, Jane
Map and Track: State Initiatives To Encourage Responsible Fatherhood. 1999 Edition.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 221p.; Introduction by David Cohen. For the 1998 edition, see ED 420 381.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Child Health; Child Welfare; Comprehensive Programs; Day Care; Early Childhood Education; Employed Parents; *Family Programs; Family (Sociological Unit); Family Structure; *Fathers; Financial Support; Incidence; Parent Background; Policy Formation; Poverty; Program Descriptions; Social Indicators; *State Programs; State Surveys; Statistical Surveys; Welfare Services; Well Being
IDENTIFIERS- Indicators; Public Awareness; State Policy; State Role; Welfare Reform; Welfare to Work Programs

This report focuses on fatherhood in its profile of state efforts to develop comprehensive programs and policies for young children and families, presents indicators of child and family well-being, and describes state investments in young children and families. The report provides national and state indicators of fathers and fatherhood, and aggregate and state information on policies and practices regarding responsible fatherhood, including promoting public awareness, preventing unwanted or too-early fatherhood, enhancing fathers as economic providers, strengthening fathers as nurturers, and promoting leadership capacity. Analysis was based on responses from 45 states to 2 questionnaires requesting information on new programs and the use of federal funds to train nonresident fathers of children receiving welfare sent to 50 states, the District of Columbia, and Puerto Rico. Chapter 1 of the report provides an overview of the framework and data collection methods. Chapter 2 provides demographic findings and offers a qualitative look at the changing face of fatherhood nationally, highlighting particular subgroups of fathers. Chapter 3 summarizes the program and policy information gathered from the states and explores emerging issues not so clearly reflected in the findings. Chapter 4 focuses on profiles of three states, one county, and one city providing leadership with fatherhood initiatives that reflect attention to a range of fathers and both the economic and nurturing aspects of fatherhood. Chapter 5 provides profiles of the individual states and gives a state-by-state overview of policies and initiatives reported by them. Nine appendices include indicator summary tables, state contacts, and a glossary. Contains approximately 100

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Class Activities; Curriculum Development; Dramatic Play; *Early Childhood Education; *Elementary School Curriculum; Emergent Literacy; Language Acquisition; *Learning Activities; Learning Centers (Classroom); Mathematics Activities; Music Activities; Outdoor Activities; Play; *Preschool Curriculum; Science Activities
IDENTIFIERS- Circle Time; Language Across the Curriculum; Literacy Across the Curriculum; Play Learning; Snacks

This book provides practical, everyday activities to weave language development and early literacy activities into the daily schedule in an early childhood education program. The chapters are organized by areas common in most early childhood environments: (1) circle time; (2) snack time; (3) dramatic play; (4) outdoor play; (5) art; (6) sand and water; (7) music and movement; (8) mathematics; and (9) science. Each activity contains the following: (1) introduction describing the activity and suggesting a learning objective; (2) directions for the activity; (3) suggestions for building on the initial activity; (4) list of needed materials; (5) word list for the activity; (6) questions to assess children's language and literacy skill; (7) annotated list of books related to the activity; and (8) suggested writing activities to encourage self-expression. The book concludes with a list of suggested children's books for each area. (KB)

ED 433 119 PS 027 822

Harding, Ann; Szukalska, Aggie
Trends in Child Poverty in Australia: 1982 to 1995-96. Discussion Paper No. 42.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Children; Demography; Foreign Countries; *Poverty; Tables (Data); *Trend Analysis
IDENTIFIERS- *Australia

This study used Australian Bureau of Statistics (ABS) survey data to assess changes in child poverty in Australia between 1982 and 1995-96. The findings suggest a dramatic one-third drop in before-housing child poverty during this period, largely as a result of the very substantial increases in government cash payments to low-income families with children. However, while there have been sharp falls in poverty among dependent children, poverty rates among 15- to 18-year-olds who have left the parental home or who are still living at home but not in full-time study have increased very sharply. In addition, the after-housing poverty rate has changed little, apparently due to a compositional shift in the types of family in after-housing poverty. (Author)

ED 433 120 PS 027 823

Washington, Valora, Ed.; Andrews, J. D., Ed.
Children of 2010.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 98
NOTE- 183p.
LANGUAGE- English

of industrial relations comparable to those existing in western Europe is emerging gradually. Social partnership consists of negotiations between employers' and workers' organizations at different levels. It occurs mainly within tripartite bodies, consisting of government, employer, and employee representatives. A framework of social dialogue has been laid down in most countries and regulates the activities of and interaction between the social partners. In most countries, social partners' participation in the VET system has been established by law that provides for their involvement in initial vocational education at the national level. Themes of the social dialogue include allocating financial resources, developing training and qualification standards, linking training institutions with enterprises, and identifying skill needs and planning training. Ways to develop VET are enhanced interaction between VET and needs of the labor market and economic policy, national measures to develop and manage the VET system, increased participation of social partners in training development, and connection between training and the initial VET system. (The second part of the report contains country summaries that offer an outline of the most important features of the respective national developments.) (YLB)

ED 432 667 CE 079 010

Werner, Heinz
Countries with Successful Employment Policy: What Is behind Their Success? IAB Labour Market Research Topics No. 33.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Economic Impact; *Economic Progress; Employed Women; Employment Level; *Employment Patterns; Foreign Countries; Investment; *Labor Force; Labor Market; *Public Policy; Success; *Unemployment; Unskilled Workers; Wages
IDENTIFIERS- Denmark; *Germany; Netherlands; United States

In the United States, Great Britain, the Netherlands, and Denmark, employment trends have been considerably more favorable than in Germany. A country is considered successful in an employment policy context if unemployment is falling steadily or is low and if employment is increasing steadily or the employment rate has reached a high level. Everywhere, low-skilled workers are affected by unemployment to a disproportionately high degree. In the United States, a lower rate of economic growth is sufficient to trigger a one percent increase in employment. The employment threshold, the level of economic growth that triggers an increase in employment, is close to zero in the United States. In Germany, the employment threshold is a Gross Domestic Product growth of about two percent and shifting upward. The Netherlands and the United States show the highest increases in employment. Increases in the Netherlands are due to increased part-time employment predominantly among women who previously had a low labor force participation rate. In both countries, the increase in the population of working age people plays an important role. In regards to wage disparities, the European countries differ from the United States, where the disparities were considerably greater at the upper and lower ends and have increased even further over time. Common features for employment policy success are the following: (1) a comprehensive macroeconomic approach; (2) a favorable framework for investment and

(MN)

ED 432 684 CE 079 039

Leech, Irene E., Ed.
American Council on Consumer Interests Annual Conference (45th, Chicago, Illinois, March 24-27, 1999).
PUB DATE- 99
NOTE- 178p.; For the 1998 conference, see ED 420 797.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Education; Case Studies; *Consumer Economics; *Consumer Education; *Consumer Protection; Credit (Finance); Debt (Financial); Economic Research; Employed Women; Employment Practices; Family Income; Feasibility Studies; Financial Problems; Financial Services; Flexible Working Hours; Foreign Countries; Fringe Benefits; Health Care Costs; Health Services; Human Capital; Literacy Education; Models; Mothers; One Parent Family; Poverty; Public Policy; Research Methodology; Retirement; Rural Areas; Urban Areas; Welfare Recipients; Widowed
IDENTIFIERS- Scotland; South Korea; United States; Welfare to Work Programs

This document contains 4 invited papers, 21 refereed papers, 15 reports accompanying refereed posters, 8 reports from invited paper sessions, and 4 reports from invited panel sessions. Selected papers are as follows: "Managed Care Benefits Consumers" (Smith); "The Paradox of Managed Care" (Lieberman); "How Much Is Enough: Feasibility of Welfare to Work for Single Mothers" (Newman, Sharpe); "The Health Sector in Contribution to a Rural Economy: Western New York Region" (Morton, Bills, Kay); "Social and Economic Indicators for Montana Counties" (Haynes, Abdel-Ghany); "Relative Deprivation in Human Capital Investment in Urban Poor and Middle Class Households in Inchon, Korea" (Yoon, Sharpe); "Factors Related to Risk Tolerance: A Further Examination" (Grable, Joo); "Information Disclosure and Consumers' Understanding: A Case Study of New Leasing Disclosures" (Blaine, Hogarth, O'Donnell); "Determinants of Consumer's Debt Repayment Patterns" (Zhang, DeVaney); "Do Consumers Know the Price of Credit? A Comparison of Consumers' Knowledge of Open- and Closed-end Credit" (Lee, Hogarth); "Determinants of Planned Retirement Age" (Yuh, Hanna, Montalto); "Employee Wellness Program Impact on Health Care Costs: Do Participation and Intensity of Participation Matter?" (Haynes, Dunnagan, Smith); "Factors Influencing Flextime Usage among Employed Married Women" (Billings, Sharpe); "The Impact of Health on Consumer Acceptance of Biogenetic Foods: The Case of Celiac Disease Sufferers" (West, Lamontagne, Galibois, Larue); "The Effect of Consumer Label Use on Diet Quality" (Kim, Nayga, Jr., Capps, Jr., Tepper); "Impact Evaluation of a Financial Literacy Program: Evidence for Needed Educational Policy Changes" (Huddleston-Casas, Danes, Boyce); "Developing a Model for the Determinants of Financial Satisfaction: An Exploratory Study" (Joo, Grable); "Protecting Consumer Privacy: Evaluation of an Educational Program" (Kiss, Gorman, Zalenski, Garkey); "All My Money: A Financial Management Curriculum for Persons Working with Limited-Resource Audiences" (Chan, Fitzsimmons, Hardy, Kimmel, Stiles, Taylor); "Tax Breaks for Higher Education: A Fact Sheet for Parents and Students" (Chan, Crawford); "A Comparison of Two Credit Scoring Models: Commercial versus Consumer Education" (Yin, DeVaney);

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Adult Education; Adult Students; College Programs; Community Development; *Continuing Education; Cultural Pluralism; Developed Nations; *Educational Needs; Educational Policy; Educational Trends; Females; Foreign Countries; Futures (of Society); Information Technology; *Lifelong Learning; Males; Multicultural Education; Open Education; Postsecondary Education; Public Policy; Secondary Education; Sex Fairness; Skill Development; Universities
IDENTIFIERS- *Europe; Social Movements

This book contains 56 papers from a European conference. Representative papers include the following: "Adult Education, European Citizenship and the Role of the Regions" (Sussmuth); "Can Lifelong Learning Prevent the Breakdown of Society?" (Young); "Two Challenges to a Modern Concept of Lifelong Learning" (Alheit); "Widening Access to Higher Education in a Former Coalfield Region" (Humphreys, McGoldrick); "Popular Education" (Sundgren); "European Access Network" (Taylor, Steele); "Access, Adults and Under-representation in European Higher Education" (Woodrow, Crosier); "Making a Difference? Including Excluded Groups in Higher Education" (Tett); "Six Years of Continuing Education at Swiss Universities" (Levy); "Another Approach to Get More Adults into Continuous Learning" (Dohmen); "Market-Oriented Adult Education Policy" (Tuomisto); "Departmental Cultures and Academic Disciplines" (Guyot, Merrill); "Universities as Open Learning Centres" (Flecha, Merrill); "Lifelong Education and Training" (Mohle); "Lifelong Learning" (Houghton); "Open Learning Systems" (Raters); "Adult Education Open University" (Olesen); "Non-Teaching Cases of University as Open Learning Centres" (Espanya); "The Development of Further Education" (Meliva); "The Information Technology Challenge to Lifelong Learning" (von Mitschke-Collande, Nake); "Information Technology" (O'Dubchair); "Disabled Adults" (Hartenstein); "Experiences of Using Information and Communication Technology in Teaching and Learning at the Adult Higher Education Level" (Pantzar); "Making Learning a Part of Life" (Fischer); "Advanced Continuing Education for Women in the Transformation Process" (Schiersmann); "Adult Continuing Education" (Ryan); "Education as Biographical Construction?" (Dausien); "The Influence of Social Milieus on Attitudes and Activities of Women in Lifelong Learning" (Barz, Tippelt); "Intimate Cultures of Lifelong Learning" (West); "Qualifying Unskilled Women in Caring Roles through Adult Education" (Dybbroe); "Social Movements and Adult Continuing Education" (Bron); "Adult Education and the New Social Movements" (Ryle); "Citizenship as an Environment for Lifelong Learning" (Lindroos); "Adult Education outside Formal Education" (Menchen); "New Social Movements and Popular Education" (Kane); "Learning to Live in a Multi-Cultural Society" (Leumer, Saad); "Ethnicity and Exclusion in European Higher Education" (Woodrow, Crosier); "Development of Teacher Qualifications According to 'Bridge-Building' for Adult Immigrants and Refugees" (Hemmingsen); and "Towards an Alternative Adult Education" (Shanahan). (KC)

ED 432 702 CG 029 195

Tomasulo, Daniel J.
Action Methods in Group Psychotherapy: Practical Aspects.
PUB DATE- 98
NOTE- 243p.
LANGUAGE- English

Individual Needs; *Literacy; *Reading Instruction; Reading Writing Relationship; *Spelling; *Student Needs; *Tutoring; *Writing Instruction
IDENTIFIERS- *Tutor Role

From reading and writing basics likes phonics and spelling to advice on motivating the student to develop and improve writing skills, this handbook contains everything a person needs to get involved and to be effective as a tutor. The handbook tells readers what to expect, how to prepare, and, most important, how to begin. It explains the challenges of working with students at risk and students learning English as a new language, and it dispels common misconceptions about students with learning differences. The handbook contains 41 reproducible masters to help the tutor keep his/her student interested and engaged. Following an introduction, the handbook is divided into 10 chapters: (1) You Can Help; (2) Getting Started; (3) Challenges in Learning to Read and Write; (4) Planning the Tutoring Experience; (5) The First Meeting with Your New Student; (6) Shared Reading; (7) Meeting Special Reading Needs; (8) Meeting Special Writing Needs; (9) Making Your Tutoring Sessions Lively; and (10) Evaluating and Troubleshooting. An appendix contains "instant sight words" and printing and cursive charts for writing. A glossary of relevant terms is also included. (NKA)

ED 432 721   CS 013 616

Redden, JoAnn S.
Increasing the Reading Level of Low Achieving 4th and 5th Grade Students.
PUB DATE- 99
NOTE- 128p.; Educational Specialist Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 4; Grade 5; Intermediate Grades; Program Effectiveness; Reading Achievement; *Reading Improvement; Remedial Programs; *Remedial Reading; Teacher Improvement
IDENTIFIERS- Balanced Literacy

The purpose of the project was to develop an intensive reading remediation program to increase the reading levels of a targeted group of 20 fourth and fifth grade students by two or more grade levels. An afterschool training program was also developed to improve a targeted group of teachers' skills in teaching reading and to increase their basic knowledge of reading techniques. The proposed objectives for the first target group consisting of 20 students to increase their instructional and independent reading levels by two or more grade levels; increase their recognition of the phonograms; and demonstrate improved behavior at school by 20%. For the second target group, the objective was to increase their skill level in teaching reading and basic knowledge of reading techniques. For the first target group, strategies included a one-on-one intensive remedial reading program that stressed reading strategies. Levels of success for the target group of students were measured by a pre- and post-test of their basic phonics knowledge and instructional reading level. For the second target group of teachers, training emphasized a balanced literacy program, i.e. guided reading, shared reading, independent reading and phonemic awareness. Levels of success were measured by a pre- and post-needs assessment survey. Four out of the five objectives were met by the target group of students. In addition, the program objective was met with the lists addresses of 10 family literacy agencies and associations; and lists 17 sources of information on how parents, students, and teachers can work together. The guide then presents a review of research on aesthetic reading and language arts strategies. Contains 46 references at the end of the review of research and a total of 9 references at the ends of individual sections of the guide. (Author/RS)

ED 432 744 CS 013 676

Smith, Barbara Beville
Effects of Home-School Collaboration and Different Forms of Parent Involvement on Reading Achievement.
PUB DATE- 98
NOTE- 133p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Grade 4; Homework; Intermediate Grades; Parent Attitudes; *Parent Participation; Program Effectiveness; *Reading Achievement; Reading Comprehension; *Reading Improvement
IDENTIFIERS- Elementary Secondary Education Act Title I

This study examined whether there is an association between the activities suggested by a federally mandated Title I learning compact and the reading achievement of at-risk fourth grade students. In addition, it investigated the relationship between specific home and school parent involvement activities and student reading scores. Specifically, connections between reading comprehension achievement and the following parent involvement variables were examined: (1) homework involvement; (2) reading together; (3) monitoring of television viewing; (4) volunteering in the school; and (5) supporting school activities. Data for the study was obtained from surveys given to teachers, the Title 1 students, and their parents. Reading achievement scores were obtained from fall and spring administrations of the reading comprehension subtest from the Iowa Test of Basic Skills and the gains between the two measures. Findings did not indicate any significant relationships between reading comprehension achievement and the total degree of involvement by parents, teacher, and students--individually or all together--on the learning compact. When specific parental involvement variables were examined, however, some differences among the groups emerged. A significant positive association was found between the degree of homework involvement and achievement while a significant negative relationship was found between the level of parental support and reading achievement. Parents' answers to the open-ended questions indicated that 38.8% of them would like less demands on parents or changes made in the school climate. The usefulness of an unidimensional index of parental involvement is called into question and the results are discussed within the context of instructional implications. Contains 122 references and 28 tables of data; appendixes contain a parent/teacher/student partnership agreement, teacher and parent letters and survey instruments, and the student permission and survey. (Author/RS)

ED 432 745 CS 013 679

First, Second, and Third Graders' Reading Abilities. 1998-99 Progress Report.
PUB DATE- 99

rhyming poetry and from word play. Phonics also stresses playing with sounds, phonemes, morphemes, and words. (NKA)

ED 432 764 CS 216 805

Stephens, Elaine C.; Brown, Jean E.
A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas.
PUB DATE- 00
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Elementary Secondary Education; Instructional Effectiveness; *Literacy; *Reading Strategies; *Reading Writing Relationship; *Writing Strategies
IDENTIFIERS- Content Area Teaching

Designed to help teachers develop instructional practices that enable students to become more active learners of content, this handbook provides elementary, middle school, and secondary teachers with strategies for integrating reading and writing as tools for learning in the content areas. The handbook describes literacy strategies that have the power to make standards come alive for students and includes procedures, classroom variations, and examples for each strategy. A special feature of the handbook is the incorporation of literature, both fiction and nonfiction, to help students connect, explore, and expand their understanding of content knowledge. The handbook is divided into the following six chapters: (1) Content Literacy: Identifying the Issues; (2) A Framework for Content Literacy Instruction; (3) Strategies for Initiating; (4) Strategies for Constructing; (5) Strategies for Utilizing; and (6) Literature in All Classrooms. The first chapter establishes the need for and purpose of content literacy; while the second chapter provides a theoretical framework for content literacy instruction. Chapters 3, 4, and 5 operationalize each component of the instructional framework. Chapter 6 provides teachers with information about appropriate literature for various content areas, how to locate it, and strategies for involving students with it. Appendix A lists professional organizations and journals; appendix B cites award-winning children's books; and appendix C gives listserv and World Wide Web site information. (NKA)

ED 432 765 CS 216 806

Thomason, Tommy; York, Carol
Write on Target: Preparing Young Writers To Succeed on State Writing Achievement Tests.
PUB DATE- 00
NOTE- 79p.; Part of the Bill Harp Professional Teachers Library.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Achievement Tests; Elementary Education; State Standards; Test Wiseness; Writing Achievement; *Writing Evaluation; *Writing Instruction; *Writing Strategies; *Writing Tests; *Writing Workshops
IDENTIFIERS- Test Readiness

This handbook guides teachers through nine workshops designed to share strategies for success on writing tests. The workshops in gives 8 different topic options for these "micro themes." It concludes that controlled papers mean more practice, more research, more interest, and more success. (SC)

ED 432 787 CS 510 062

Hearn, Ralene
Teaching Speech Organization and Outlining Using a Color-Coded Approach.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Western States Communication Association (Vancouver, British Columbia, February 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Community Colleges; Creative Teaching; *Instructional Effectiveness; *Outlining (Discourse); *Public Speaking; *Student Participation; Teaching Methods; Two Year Colleges
IDENTIFIERS- Color Coding

The organization/outlining unit in the basic Public Speaking course can be made more interesting by using a color-coded instructional method that captivates students, facilitates understanding, and provides the opportunity for interesting reinforcement activities. The two part lesson includes a mini-lecture with a color-coded outline and a two follow-up group activities. Color-coding helps students instantly visualize the relationship of ideas and makes it easy to ask questions that encourage student participation. (Contains a black and white version with color name labels of an outline "Organizing the Body of a Speech.") (SC)

ED 432 788 CS 510 102

Linds, Warren
The Spiralling Journeys of the Been-Being-Becoming-Imag(e)ining Drama Facilitator.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drama; Foreign Countries; Higher Education; *Inquiry; *Self Actualization
IDENTIFIERS- *Facilitators; *Identity (Psychological); Transformative Learning; Transformative Research

A study-in-progress is examining the multiple and fluid identities in one person's "been-being-becoming-imagining" as a facilitator in transformative drama--for example, as researcher, facilitator, participant, observer, audience. The inquiry is a recursive and spiraling process. The goals and procedure arise through the research undertaken in conversation with experiences remembered and reconsidered. Narratives of the researcher's life as facilitator read through different forms and voices help draw his attention to his practice. By exploring these his identity can begin to be seen in the flux and flow of a spiral--no static "I" is written about nor is one

In response to inconsistent financial reports and a lack of automation, a project team was assembled by Oregon's Department of Education in 1997 with the goal of providing detailed school-level data for the 1997-98 school year in 16 Oregonian school districts. Among the project's many goals were to review, modify, update, and improve existing chart-of-accounts and identify chief factors influencing student performance. The report draws on these results to present a plan to streamline school-data collection and business processes, improve reporting, and increase the information available for educators, policy makers, and the public. The text outlines the development and implementation of DIP. It describes the resulting education database, a web-based system that will eventually collect, store, and report on data from all the state's K-12 school districts and education-service districts. The article outlines the scope and assumptions of the project; the implementation strategy; implementation activities, such as managing the project; expanding the pilot-project database; enhancing reporting capability; confirming the technical architecture; and managing organizational change. It advises educators to expect obstacles, and it encourages program implementers to assign clear responsibilities for putting the program in place. (RJM)

ED 432 809 EA 029 956

Bohrnstedt, George W.; Stecher, Brian M.
Class Size Reduction in California 1996-1998: Early Findings Signal Promise and Concerns. Report Summary.
PUB DATE- 99
NOTE- 29p.; Colors used in some figures may not be distinguishable from each other in reproduction.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Size; Crowding; *Educational Assessment; Primary Education; Program Effectiveness; *Program Evaluation; Program Implementation; *Small Classes
IDENTIFIERS- *California; Class Size Reduction

This report, intended for local and state policy makers and practitioners, summarizes the findings and implications of class-size reduction (CSR) in California. The report's findings provide a comprehensive picture of California's CSR initiative during its first 2 years, covering such topics as implementation, resources, teacher qualifications, teaching practices, parent involvement, and student achievement. The paper offers a synopsis of the legislative background of CSR and describes some of the responses to implementation of the law. For most schools, the greatest obstacle to implementation was a lack of space, followed by insufficient funding, insufficient time to plan, and a lack of qualified staff. The report offers an overview of how the teacher workforce changed with CSR. Although teaching practices did not change significantly with implementation, teachers reported being able to spend more time with problem readers and less time disciplining students. Parents had more contact with teachers and expressed more satisfaction with their children's education. Small gains in children's academic achievement, regardless of ethnicity, income status, or English-language ability, were evident. However, CSR led to overcrowding in many schools, and poorer districts were unable to attract as highly qualified teachers as the better-off schools. (RJM)

ED 432 810 EA 029 957

recommendations: be fair with staffing and productivity standards; get rid of piles of paper through administrative automation; make administrators into facilitators through site-based management; make sure that a sound facilities-planning process is in place; let money perform its share of work through cash and investment management; foster an efficient purchasing department by buying what is needed, when it is needed, at the best price; have a vision, develop strategic planning for reaching it, and take steps to implement the plan; make sure that all fixed assets, such as building contents, be marked, counted, and tracked; adopt clearly written and legally valid policies governing the operation of a school; and find every available dollar in various education grants. (RJM)

ED 432 829 EA 029 980

Public School Dropouts. 1996-97 Report.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Annual Reports; Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Elementary Secondary Education; *Public Schools; Tables (Data)
IDENTIFIERS- *Texas

This annual report provides information about dropouts in Texas public schools. The report includes historical dropout information; a summary of dropout rates based on school district characteristics; a listing of dropout rates broken down by county, district, and campus; and national comparative data. The findings show that in 1996-97, a total of 26,901 students in grades 7-12 dropped out of Texas public schools. Statewide, the annual dropout rate was 1.6 percent, a slight improvement over the 1995-96 annual dropout rate of 1.8 percent. An examination of the characteristics of these dropouts and their education programs reveals that more than 80 percent of the students who left school were overage for grade. Males were more likely to drop out than females, and Hispanics made up the greatest number of dropouts. The largest number of dropouts was found in 9th grade, whereas the highest dropout rate was found among 12th-graders. Fewer than 40 percent of the dropouts were identified as at risk of dropping out of school the year they dropped out. Reasons cited for dropping out included poor attendance, entering non-state-approved GED programs, and pursuing a job. At the district level, dropout rates tended to vary based on factors such as community type, enrollment, and student performance. (RJM)

ED 432 830 EA 029 982

Rowicki, Mark A.
Communication Skills for Educational Administrators.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; *Communication (Thought Transfer); *Educational Administration;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; Case Studies; Children; *Delivery Systems; Early Intervention; *Emotional Disturbances; Followup Studies; Integrated Services; Interviews; Mainstreaming; *Outcomes of Education; *Outcomes of Treatment; Program Effectiveness; Qualitative Research; *Severe Disabilities; Success; Vocational Education; Young Adults
IDENTIFIERS- *Florida

A qualitative study that examined the characteristics and experiences of Florida youth who are served under the Florida Department of Education Multiagency Network for Students with Serious Emotional Disturbance (SED) and who have achieved success in several life domains. The study used the framework of the Child and Adolescent Service System Program, which emphasizes that the service system must be child-centered, family-focused, individualized, community-based, integrated/coordinated, culturally competent, and aimed at early intervention/prevention. Subjects (N=11) were nominated on the basis of demonstrated success in home, school, and community settings despite their SED. All the youths had demonstrated success in school, those over 18 were usually employed and therefore more independent, and were typical for a SED population in their problem history and service history. Subjects and their families were interviewed regarding coordination and individualization of services and responses. Results suggested that the success of these individuals was not related to severity of impairment or circumstances. Findings did not suggest any single recipe for more effective support and service delivery. Instead, families identified different service characteristics as helpful, such as school program structure, guidance of the SED teacher, and mainstreaming. Future needs identified by families included continued counseling/therapy, financial aid, and job training. (DB)

ED 432 849 EC 307 335

Johnson, Brad; Morris, Linda; McElhiney, Lisa E.
Impact of a Parent Liaison in a Special Day School Setting.
PUB DATE- 98
NOTE- 5p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; *Emotional Disturbances; Outcomes of Education; *Outreach Programs; *Parent School Relationship; Participant Satisfaction; *Program Evaluation; *Special Education; *Special Schools; Surveys
IDENTIFIERS- *Kansas

This study of a Kansas program, Project BRIDGE (Building Relationships Is Definitely Good Education), examined the relationship of a parent liaison contact with families of students with emotional disabilities and the students' classroom behavior and academic achievement. Parent liaison logs of 25 students attending a special day school program were analyzed over a seven-year period and parent/guardians were also surveyed. Results indicate that parents were satisfied with the identified parent liaison services and that such activities may have a positive impact on the overall program and student outcomes. (DB)

American youth who completed the Toronto version with both Caucasian and Hispanic-American youth whose parents/caregivers completed the English version suggested that some differences in Hispanic-American parents' ratings were associated with the language used to solicit the ratings. Plans to develop a version comprising most preferred items are underway. (DB)

ED 432 867 EC 307 354

Moran, James R.
Measuring Ethnic Identity among American Indian Adolescents: A Factor Analytic Study.
PUB DATE- 98
NOTE- 7p.; In: Chapter 9, "Measurement and Description of Children with Emotional Disturbances," of Proceedings of the Annual Report Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *American Indians; Behavior Disorders; *Biculturalism; *Emotional Disturbances; *Ethnic Groups; *Ethnicity; Factor Analysis; High School Students; High Schools; Interpersonal Competence; Rating Scales; Self Esteem; *Self Evaluation (Individuals); Social Support Groups; Surveys; Whites

This paper describes the development of a measure of ethnic identity among American Indian adolescents. Data were collected in nine high schools in four American Indian communities (N=1,592). The self-report survey included eight ethnic identity questions, seven items about social competencies, eight items on personal mastery and locus of control, six items concerning self-esteem, and six items about perceived social support. Factor analysis identified two major factors resulting in an eight-item Indian scale and a six-item White scale. Analysis found that respondents who identified with both White and Indian cultures tended to have the highest scores on the psychological measures of well-being. Results suggest that the use of this bicultural scale by mental health providers might allow examination of the connections between patterns of ethnic identity and emotional/behavioral problems. (Contains 24 references.) (DB)

ED 432 868 EC 307 355

Discover IDEA CD '99. CD-ROM .
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; Optical Data Disks; *School Responsibility; Training
IDENTIFIERS- *Individuals with Disabilities Education Act; *Interactive Systems

Designed for educators, related service providers, parents, and others, this CD-ROM provides information on the Individuals with Disabilities Education Act of 1997. Contents include the statute in its entirety, complete final regulations and the context of schools; (2) the attributes of environmental quality perceived to have an impact on educational outcomes; (3) the impact of facility management, if any, on the perception of environmental quality in schools; (4) whether environmental quality can be assessed in local school contexts; (5) whether environmental-behavior research contributes to the improvement of environmental quality in schools; and (6) the effectiveness of action research in defining problems, providing solutions, and increasing knowledge and awareness of environmental quality in schools. Volume 2 provides a summary of the project objectives, problem and approach, and process and procedures of the Baltimore Environmental Quality Assessment Project. It provides the case reports of each school in the study, documenting specific aspects of environmental quality of concern. Each case study provides a brief analysis of the relationship between the attributes of environmental quality concerns and their potential educational impact. Areas addressed include the school's physical comfort and health; classroom adaptability; safety and security; building functionality; aesthetics and appearance; privacy; places for social interaction; and overcrowding. Appendices contain the process manual for school environmental quality diagnosis, prioritizing of the environmental concerns found for each school, and data collection sheets for both environmental quality attributes and student academic performance. (Contains 9 tables and 234 references.) (GR)

ED 432 887   EF 005 554

Dry Creek Joint Elementary School District. Educational Specifications: Dry Creek Elementary School.
PUB DATE- 89
NOTE- 150p.; For related documents, see EF 005 555-557.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Elementary Education; *Elementary Schools; Middle Schools; Public Schools; Rural Schools; *School Construction
IDENTIFIERS- California

An Educational Specification Committee was convened to determine the design specifications required for a new K-5 (and temporarily 6-8 grade) elementary school in Roseville, California's Dry Creek District. This report, the result of the committee's efforts, examines school room specifications for each grade level and administrative area. Specification considerations are detailed (where applicable) for each school area that include assessment points on the curriculum to be taught, outcomes expected, any discernible educational trends, the teaching and learning activities under the different curriculum areas, orientation and relationships, internal traffic, furniture and equipment needs, utilities required, any special requirements to become part of the classroom facilities, storage, and enrollment levels for that grade. Staff rooms, restrooms, security and custodial areas, outdoor education, and conference rooms are also detailed. Concluding information lists items that have been noted through past building experiences that should be reviewed and considered in the planning phase of the new school. (GR)

ED 432 888   EF 005 555

Examination of the Discourse Forms Modelled in Current Texts" (Livia Tigwell). (MSE)

ED 432 908 FL 025 922

Suh, Jae-Suk
ESL Korean Learners' Decision-Making Processes in the Performance of the Speech Act of Requests.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; *English (Second Language); *Foreign Students; Higher Education; *Language Processing; *Pragmatics; *Second Language Learning; Speech Acts
IDENTIFIERS- *Koreans; *Requests

A study examined (1) the decision-making processes used by Korean learners of English as a second language (ESL) to make requests in different situations, and (2) how the learners describe those processes. Subjects were 30 Korean students, 15 males and 15 females, enrolled in an intensive English program at a midwestern university in the United States. A written discourse completion test and immediate retrospection were used to elicit requests and, subsequently, thoughts about the decision-making process. The test included 12 situations varying in the familiarity and relative social power of the interlocutors. Analysis of student responses revealed six categories characterizing the learners' decision-making processes during request-making: assessment of the situation; monitoring for appropriate sociolinguistic expressions; use of request skills; connection to personal life; cross-cultural comparison; and monitoring for language forms. Results suggest that the learners' interlanguage system was engaged in cognitively varied, complex processes in realizing requests, and that immediate retrospection as a data collection method produced rich information about what the learners had been thinking. The discourse-completion test situations are appended. (Contains 27 references.) (MSE)

ED 432 909 FL 025 923

Bellomo, Tom S.
Etymology and Vocabulary Development for the L2 College Student: Equal Relevance for Latin-Based and Non Latin-Based Foreign Students.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Community Colleges; Comparative Analysis; Contrastive Linguistics; *English (Second Language); *Etymology; *Foreign Students; Language Research; *Romance Languages; Two Year College Students; Two Year Colleges; *Vocabulary Development

A study investigated whether the use of etymology as an instructional technique for vocabulary development in English-as-a-Second-Language (ESL) instruction is equally effective for students from Romance and other language backgrounds. Subjects were 20 community college ESL students in two cohorts. Pre- and posttests assessed etymological knowledge of English vocabulary, including root synonyms and prefixes at the beginning and end of the semester. In the interim, students

Education Longitudinal Study of 1988 and the Beginning Postsecondary Students Longitudinal Study to project postsecondary outcomes of the high school class of 1992. Specifically, the study tracked, over a four-year period, the paths of college-qualified students who first enrolled in a four-year college or university in 1992-93. Major findings included: (1) low-income students and Black or Hispanic students were less likely than high-income students or White and Asian students to be at least minimally qualified for college; (2) there were relatively few differences among income groups in four-year persistence and attainment rates; (3) race-ethnicity was associated with persistence and attainment for college-qualified students independent of qualification level; and (4) approximately 33 to 34 percent of highly college-qualified Whites and Hispanics earned bachelor's degrees compared with 14 percent of similarly qualified Black students. Following an introduction, data on characteristics of graduates qualified for college and enrollment are presented. In the next section, tables and data summarize persistence, nondegree departure, degree attainment, individual characteristics associated with attainment and persistence, and student debt. Discussion of controlling- related variables and a summary complete the report. Appendices provide a glossary and methodology details. (DB)

ED 432 930   HE 032 229

Korb, Roslyn, Comp.
Postsecondary Institutions in the United States: 1997-98. E.D. Tabs.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Community Colleges; Databases; *Degrees (Academic); Eligibility; Federal Programs; *Institutional Characteristics; National Surveys; *Postsecondary Education; Private Colleges; Public Colleges; Statistical Data; Student Financial Aid; Tables (Data); Universities
IDENTIFIERS- *Higher Education Act Title IV; Institutional Characteristics Survey; *Integrated Postsecondary Education Data System

This report uses data from the Institutional Characteristics survey, a component of the Integrated Postsecondary Education Data System, to describe postsecondary education institutions in the United States as of the 1997-98 academic year. The over 9,600 institutions included are grouped into the following classes: (1) whether or not the institution is eligible to participate in Title IV federal student financial aid programs (over two-thirds are); (2) the institution's degree-granting status (47 percent had granted at least one associate or higher degree in the previous year); (3) highest level of offering; and (4) control. Among the highlights are the following: 47 percent of all postsecondary institutions are operated on a for-profit basis, 23 percent are public, and 29 percent are private non-profit; about 30 percent of institutions offer a program of four years or longer, 56 percent offer programs of two years or less; 73 percent of public institutions are under some level of state control; the most common ancillary services offered are academic and career counseling services, followed by placement services for program completers; and public two-year institutions have the lowest tuition rates, about half that of public four-year institutions. Following the highlights, the courses. The model provides both quantitative and qualitative measures at three levels of assessment: diagnostic, formative, and summative. The first chapter explains the comprehensive case study model involving focus groups, individual interviews, surveys, direct observation, syllabus analysis, curriculum vitae review, and analysis of faculty journals. The second chapter covers strategies and methods for use with students and includes a student survey form, an interview protocol, and a student focus group protocol. A chapter on strategies and methods for use with faculty includes similar measures as well as a guide to classroom observation, teaching/learning continua, a guide to syllabus analysis, a faculty journal protocol, and a guide to curriculum vitae analysis. The following section, on strategies and methods for use in the community, includes a community observation guide, a community focus group protocol, and a community partner interview protocol. The final section focuses on the institution with an institutional interview protocol and a list of institutional documents. Sample agreement forms are included. (DB)

ED 432 950 HE 032 259

West Virginia Higher Education Report Card, 1997.
PUB DATE- 97
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Entrance Examinations; College Faculty; College Outcomes Assessment; Community Colleges; *Educational Finance; Educational Objectives; *Enrollment; Higher Education; Institutional Mission; *Long Range Planning; Resource Allocation; School Holding Power; *State Colleges; *State Universities; *Strategic Planning; Tables (Data); Teacher Salaries
IDENTIFIERS- *West Virginia

This overview of West Virginia's 16 public colleges and universities focuses on higher education's response to six statutory goals: (1) better preparing students to enter college; (2) improving access to higher education; (3) preparing students to compete in a global economy; (4) focusing resources in areas which offer students the greatest opportunities for job creation and retention; (5) using resources efficiently; and (6) compensating faculty and staff at competitive levels. The report opens with the strategic plans of the University System and the State College System together with description and statistical profiles of each institution. Chapters 2 through 7 display various indicators which address the statutory goals. Chapter 2, "Preparation," covers performance of West Virginia students on college entrance examinations and enrollment in developmental courses. Chapter 3, "Access," displays estimated total college-going rates of West Virginians and the growing number of students assisted by financial aid. Chapter 4, "Student Outcomes," presents retention rates, graduation/completion rates, and performance on professional licensure examinations. Chapters 5, 6, and 7 report on economic and workforce development, productivity and efficiency, and faculty and staff, respectively. Completing the report are data on campus security and West Virginia health sciences and rural health education partnerships. (DB)

ED 432 951 HE 032 260

as chemistry and public health, was separated from those sciences and thus devalued primarily because the disciplines had been founded and was practiced by women. The essay goes on to note that feminist critiques document the way that beliefs in "natural" gender differences have permeated even molecular biology, distorting our understanding of how cells and organisms function in health and disease. It examines gender-based naming, which describes certain hormones as "male" and others as "female," and studies that claim that homosexuality is biologically determined from birth. The study concludes that gender bias in biology and other sciences demonstrates that the dominant group's values and interests strongly influence which models are chosen and where research funds go. (Contains 29 references.) (MDM)

ED 432 970 HE 032 678

Wolfson, Susan
British Literature: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 58p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Curriculum; College Instruction; *English Literature; Females; Feminism; *Feminist Criticism; Higher Education; *Literary Criticism; Marxism; *Sex Bias; *Sex Fairness; Sexual Identity; Teaching Methods; Textbook Bias; Theories
IDENTIFIERS- Deconstruction; Gender Issues

This essay examines the ways in which British literature, as a discipline, has been influenced by feminist scholarship and research into the areas of gender and sexuality. It reports that feminist literary criticism took definitive shape in the late 1960s as part of the women's liberation movement, and that a central concern of this first generation of feminist scholars was to expose the gendered formation of what was being presented as "the" literary tradition. The essay goes on to explain that feminist critics were the first to question the values of gender in the canon of men's writing, to investigate its configurations as historically specific products, and to study the cultural processes by which literary texts were accorded value. It reviews the influences of the "French" school of feminist literary criticism (based on deconstructive and post-structuralist theories) and Marxist-feminist ideas on the field, and notes that the standard British literature anthologies still contain relatively few women writers, though there has been significant improvement since the 1960s. The document includes an annotated bibliography and a list of related electronic resources. (MDM)

ED 432 971 HE 032 679

Nelson, Julie A.
Economics: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 29p.; For related documents in this series, see HE 032 663-

University's Electron Microscopy Laboratory; (2) Local Library Web, a Web-based means to contact and search local library catalogs; and (3) Close-to-Home Curriculum, network-enabled activities using local history, music, and science resources and organizations. Implementation issues of leadership, vision, staffing, technology, curriculum/education, and change are also discussed. The BEN:LINCS model suggests that extensive technological resources may not be necessary to begin a community education network; the only critical need is for basic Internet connectivity. The model also suggests that it may not be necessary to hire expensive full-time staff. (AEF)

ED 432 989 IR 019 713

Herman, Lisa; Ige, Gabriel; Duryea, Licia; McCarver, Patricia; Good, Kyle
Difficulties Bring Wisdom: Online Learners Learn How Online Communities Learn.
PUB DATE- 99
NOTE- 12p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Cooperative Education; *Distance Education; Educational Development; Educational Environment; Graduate Study; Group Discussion; Group Dynamics; Higher Education; Inquiry; Internet; *Learning Experience; *Nontraditional Education; Online Systems; Qualitative Research; *Student Attitudes; Student Experience; Student Reaction
IDENTIFIERS- *Learning Communities; Learning Environments

This collaborative paper, created online by Ph.D students in a three-year cohort learning program at the California Institute of Integral Studies, explores the development and felt xperience of distance learning. The purpose is to give a sense f how it feels to learn online and to describe the essence of earning. Results of this collaborative inquiry are discussed n terms of the development of non-traditional online learning, otable learning differences between non-traditional schools nd online non-traditional schools, the influence of support on ow online communities learn, the medium of electronic earning, and the medium as a theme within the authors' inquiry roup. Poems and reflections are included as part of the iscussion on the qualitative aspects of online learning. Contains 20 references.) (AEF)

D 432 990 IR 019 714

ahn, Ken
Computer Game To Teach Programming.
UB DATE- 99
OTE- 10p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708. Figures may not reproduce clearly.
ANGUAGE- English
DRS Price- MF01/PC01 Plus Postage.
UB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
ESCRIPTORS- Authoring Aids (Programming); Children; *Computer Assisted Instruction; *Computer Games; Computer Simulation;

Center for Democracy and Technology; Dan Coats, U.S. Senator from Indiana; Jeffrey J. Douglas, Executive Director, Free Speech Coalition; Bob Franks, Representative from New Jersey; Agnes M. Griffen, Director, TucsonPima Public Library; Ernest J. Istook, Representative from Oklahoma; Andrew L. Kupser, CEO, Northwest Internet Services, LLC; Mary Anne Layden, Center for Cognitive Therapy, Department of Psychology, University of Pennsylvania; Lawrence Lessig, Professor, Harvard Law School; Peter Nickerson, CEO, N2H2; Stephen R. Wiley, Chief, Violent Crimes and Major Offenders Section, Federal Bureau of Investigation. (AEF)

ED 433 008 IR 019 751

Student Computer Use. Indicator of the Month.
PUB DATE- 99
NOTE- 4p.; Extracted from "The Condition of Education, 1998"; see ED 420 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Family Income; Grade 11; Grade 4; Grade 8; Tables (Data); Use Studies
IDENTIFIERS- *Access to Computers; *Computer Use; Computer Users

Computers have become an essential tool in society. Early exposure to computers may help students gain the computer literacy that will be crucial for future success in the workplace. Access to computers at school and at home allows students to retrieve information, manipulate data, and produce results efficiently and in innovative ways. Examining the extent to which students have access to computers at school and at home may be an indicator of how well prepared students will be to enter an increasingly technological workplace. Between 1984 and 1996, the percentage of 4th, 8th, and 11th graders who reported using a computer at school at least once a week increased substantially. The youngest students were more likely than older students to report computer use in schools. In 1996, 79% of 4th graders, 91% of 8th graders, and 96% of 11th graders reported using a computer at home or at school to write stories or papers, a substantial increase from 1984. Students from high income families were more likely to report using a computer at home or at school than students from low income families. Computer use statistics are tabulated for 4th, 8th, and 11th graders. (AEF)

ED 433 009 IR 019 752

The Net Result: Social Inclusion in the Information Society. Report of the National Working Party on Social Inclusion in the Information Society.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Community Development; Foreign Countries; Futures (Of Society); *Information Technology; Policy Formation; *Social Change; Social Influences; Social Integration; Telecommunications
IDENTIFIERS- Access to Technology; IBM Corporation; *Inclusive Communities; *Information Society; United Kingdom

In 1995, IBM United Kingdom, in collaboration with the Community

Judiciary Branch; (8) Statistics; (9) One-Stop Shopping; (10) Government Web-based Services; (11) Maps and Geographic Information Systems; (12) Selected Subjects; (13) Web Pages for Kids; and (14) Web Browser Hardware and Software. Thirty-five figures are included throughout the text. An appendix lists other useful Web sites. Government body and selected title indexes are included. (AEF)

ED 433 028 IR 057 413

Miller, Elizabeth B.
The Internet Resource Directory for K-12 Teachers and Librarians. 1999/2000 Edition.
PUB DATE- 99
NOTE- 438p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Resources; Electronic Journals; Elementary Secondary Education; Information Retrieval; Information Seeking; *Information Sources; Online Searching; Reference Materials; School Libraries; Student Research; *World Wide Web
IDENTIFIERS- *Electronic Resources; *Web Sites

By identifying the best and most current sites for educators on the World Wide Web, this award-winning and internationally acclaimed guide is designed to help educators and their students find the information they need quickly and easily. The book also allows educators to integrate the Internet into the curriculum and build valuable online research skills in students. Included are 1,497 high-quality educational sites that educators can put to immediate use. In this edition, approximately 400 listings are completely new or significantly updated. Multicultural and gender-balanced sites abound, and there is also a new chapter on reference materials. New sites range from free electronic journals and a violence prevention guide for youth to those appropriate for school-to-work programs. Arranged by subject area to facilitate educational applications, the annotations emphasize curriculum connections. Some provide literature links or refer to national educational standards. This directory is divided into 11 chapters, each addressing a different area of the K-12 curriculum. Two chapters, "Resources for Educators" and "The School Library: The School Information Resource Center" contain professional information as well as lesson plans and general information specific to education, K-12 schools, and the school library media center. The "Reference" chapter focuses on resources that can be used across the curriculum. Clear directions for access are given for each resource. There is an entry name for each resource; notes on how it is accessed (WWW or other means); and the URL, address, path, login, or other instructions. When available, the name of a contact person associated with the resource is given. Following the basic citation is a descriptive annotation, which includes an overview of the resource and, in some cases, a brief list of some of the contents. (Further updates can be found on the Libraries Unlimited Web site.) (AEF)

ED 433 029 IR 057 414

Williams, Delmus E., Ed.; Garten, Edward D., Ed.
Advances in Library Administration and Organization. Volume 16.
PUB DATE- 99
NOTE- 363p.

*Student Centered Curriculum; Two Year Colleges; *World Wide Web
IDENTIFIERS- *Learner Centered Instruction; *Maricopa County Community College District AZ

This presentation aims to explain the practical application of the World Wide Web as a primary tool for creating a learner-centered classroom. Based on Terry O'Banion's book, A Learning College for the 21st Century, a model that places learning and the learner first is proposed. Six key principles are explained and are utilized as the guiding assumptions in Maricopa Community Colleges' learner-centered paradigm. The six key elements of the learning classroom are as follows: (1) The learning classroom creates substantive change in individual learners; (2) The learning classroom engages learners as full partners in the learning process; (3) The learning classroom creates and offers as many options for learning as possible; (4) The learning classroom assists learners to form and participate in collaborative learning activities; (5) The learning classroom defines the roles of learning facilitators by the needs of the learners; and (6) The learning classroom and its learning facilitators succeed only when improved and expanded learning can be documented for its readers. In this paper, the concept of a learner-centered paradigm is specifically applied in a freshman composition classroom by primarily using the World Wide Web. Student-created websites are employed as interactive learning tools. These websites assist in academic writing and publications, connecting with classmates and others, and practical learning skills. Some benefits from such technology include allowing for active participation and collaboration, and providing immediate feedback. (JJL)

ED 433 048   JC 990 537

Rasmussen, Geri; Skinner, Elizabeth
Learning Communities: Getting Started.
PUB DATE- 97
NOTE- 56p.; Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Cooperative Learning; *Curriculum Design; Instructional Effectiveness; *Instructional Innovation; Integrated Curriculum; Learning Activities; Learning Strategies; Program Implementation; Teacher Effectiveness; Teaching Methods; Teaching Models; Two Year Colleges
IDENTIFIERS- *Learning Communities

This monograph discusses learning communities in the context of community colleges, presents the challenges and benefits of learning communities, provides examples, and outlines the steps for a community college to follow in initiating a learning community. In part 1, the authors discuss the educational context in which learning communities have developed, describe the forms that learning communities most commonly take, and outline the interpersonal, administrative, and curricular challenges that learning communities create. Part 2 provides in-depth descriptions of the three learning communities the authors have developed at GateWay Community College: (1) STARS, a developmental program focused on the participants' needs for an orientation to the student role; (2) LINK, which combines a content course and two developmental skills courses; and (3)

College Programs and Outside Agencies.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Curriculum Design; *Curriculum Evaluation; Educational Planning; English Instruction; *English (Second Language); *Noncredit Courses; Partnerships in Education; *Program Evaluation; *Second Language Programs; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report shows findings and recommendations from the Planning Task Force, a group of faculty and administrators at the City College of San Francisco in California (CCSF) that addresses the establishment and strengthening of linkages between non-credit programs. The Planning Task Force employed several methods of inquiry in order to determine areas of concern regarding non-credit English-as-a-Second-Language (ESL) and Transitional-Studies (TL) programs and develop an action plan. Four goals were established: (1) increase student, staff, faculty, administration, and community awareness of available college programs and services; (2) improve access of ESL and TS students to appropriate programs at CCSF and in the community at large; (3) establish linkages among CCSF programs and outside agencies, and provide adequate resources to maintain them; and (4) conduct systematic research to evaluate non-credit programs. Part 2 of this report reviews available information about non-credit English-as-a-Second-Language and Transitional-Studies students and their educational goals, completion rates, and satisfaction with CCSF programs and services. Part 3 presents a discussion of areas of concern in the CCSF non-credit program, and part 4 presents goals, objectives, and actions proposed by the Planning Task Force. Appended is a list of related research papers and documents available in the CCSF Research and Planning office. (EMH)

ED 433 067 JC 990 561

Gabriner, Robert; Mery, Pamela
Faculty Computer Expertise and Use of Instructional Technology. Technology Survey.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Community Colleges; Comparative Analysis; *Computer Uses in Education; Educational Change; *Educational Technology; *Information Technology; *Internet; Surveys; *Teacher Attitudes; Technological Advancement; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report shows the findings of a 1997 technology survey used to assess degrees of faculty computer expertise and the use of instructional technology. Part 1 reviews general findings of the fall 1997 technology survey: (1) the level of computer expertise among faculty, staff and administrators appears to be increasing; (2) in comparison with the results of the 1994 survey, the 1997 survey shows a strong trend toward the adoption of computer technology by the CCSF workforce; (3) use of e-mail and the Internet has increased, though the majority of respondents indicated a low to moderate self-rating of first was a set of pivotal lessons concerning the application of higher education financing methods and strategies to early care and education. The second was a framework for a system of financing early care and education services, reflected in ten major recommendations. This report details discussion and conclusions from the meeting. The report's recommendations are: (1) explore methods of adapting key features of the higher education financial aid system through research and consultation with higher education financing and financial aid experts, and use demonstration projects to test system models that integrate these interdependent financial aid strategies; (2) require that programs participating in the system adhere to quality criteria; (3) cultivate diverse revenue sources to support early care and education programs; (4) develop additional funding sources and vehicles for aid to families, while increasing the contribution levels and flexibility of current sources; (5) develop dedicated public funding sources for infrastructure support for a coordinated early care and education system; (6) improve consumer information and increase demand for high-quality early care and education; (7) promote early care and education as part of the education continuum and as the foundation for subsequent education and life success; (8) expand research and data capacities to provide information about the benefits of early care and education and to highlight unmet needs for services; (9) move toward establishing a national organization of early care and education organizations to unify public policy and lobbying efforts; and (10) build a national consensus within the early care and education community about the design and implementation of a financing system. (EV)

ED 433 086   PS 027 556

Cho, Bok Hee; Lee, Jin Sook; Lee, Hong Sook; Ahn, Sun Hee
The Classification and Understanding of Korean Proverbs
  Representing a Parent-Child Relationship.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society
  for Research in Child Development (Albuquerque, NM, April 15-
  18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Child Rearing; Foreign Countries;
  *Parent Child Relationship; Predictor Variables; *Proverbs;
  Social Attitudes; *Social Change; *Social Values
IDENTIFIERS- Koreans; *South Korea

This study investigated Koreans' understanding of and agreement with Korean proverbs concerning the parent-child relationship. Ninety-five proverbs were selected from literature and categorized into nine areas: value of a child, affection toward a child, boy-preference, positive or negative affection toward a daughter, importance of a child's education, difficulty of child rearing, parent's identification, the value of discipline, and filial piety. Over 400 married Koreans were asked if they had any understanding of each proverb and to rate the degree to which they agreed with its underlying value. Findings indicated that subjects showed a high level of understanding of proverbs representing affection toward a child, importance of a child's education, and filial piety; the degree of agreement tended to be relatively high but varied with subjects' demographic variables. Age and education were particularly influential variables with all proverbs. Older references. (KB)

ED 433 103 PS 027 788

Bromer, Billi L.
Project ChiLD (Children Learn Differently): Using Team Collaboration To Increase the Active Participation of Children with Disabilities in Head Start.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Southern Early Childhood Association Conference (50th, Nashville, TN, March 22-27, 1999) and the International Conference of the Association for Childhood Education International (San Antonio, TX, April 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Class Activities; Cooperation; *Disabilities; *Inclusive Schools; Mainstreaming; *Preschool Children; Preschool Education; Student Participation
IDENTIFIERS- Project Head Start

Project ChiLD (Children Learn Differently) was designed to integrate children who display serious disabilities into the Head Start program in which they were enrolled and to increase their full participation in all classroom activities. The 8-month project created a strategic plan to improve interagency collaboration between one Head Start center enrolling 140 children. The center had 12 children with serious disabilities who would receive special education services from the local school system. Head Start teacher behavior was observed over the course of 1 month to determine a baseline of teacher practices. Analysis of the outcomes revealed that a visible system for team collaboration was attained and that children with moderate and severe disabilities were integrated into more activities through Head Start teachers' increased use of best educational practices. Head Start teachers also verbalized a positive response to the use of team meetings as a way to increase individual skill in managing the children's special needs. Head Start teachers viewed team meetings as useful to them, a system of team collaboration as good for Head Start, and the increased involvement of special education staff as having made a positive change. Two appendices contain the Head Start Best Practice Observation Checklist and the Team Collaboration Planning Sheet. Contains 29 references. (KB)

ED 433 104 PS 027 791

Minitz, Blythe F.; Stomfay-Stitz, Aline M.
Peace Education in the Early Childhood/Elementary Education Classroom: Setting the Agenda for a Humane World.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Conference of the National Council for the Social Studies (Anaheim, CA, November 21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; Educational Environment; Elementary Education; *Elementary School Curriculum; *Peace; *Preschool Curriculum; Preschool Education; Prevention; Violence
IDENTIFIERS- *Peace Education

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; Change Strategies; *Children; Cultural Differences; *Democracy; *Demography; Futures (of Society); Hispanic Americans; Long Range Planning; Mass Media Role; *Social Change; Social Problems; *Trend Analysis
IDENTIFIERS- Twenty First Century; Volunteerism

In the twenty-first century, no single racial or ethnic group will constitute a majority of young people in an increasing number of states and communities in the United States, and, therefore, children need to be prepared to share a society of diverse students, neighbors, and co-workers. This book addresses some of the issues involved in making democracy work for the next generation of children, called the children of 2010, and explores population trends, the need to respect cultural and individual differences, problems confronting children and youth, best practices for programs, and action strategies for seeking needed change. The book is based on three dialogue sessions sponsored by the National Association for the Education of Young Children conducted among national leaders. The sections of the book are: (1) "Democracy for a New Century"; (2) "The Knowledge Base: Demographics"; (3) "The Knowledge Base: Diversity, Change, and Opportunity"; (4) "Best Practices: Principles, Volunteerism, and the News Media"; (5) "Best Practices: Movements to Change Society"; (6) "Visions of 2010 and How to Get There"; and (7) "Letter to the Children of 2010." Each section is organized into four parts reflecting the dialogue process: focusing on a theme; exploring information; reflecting on learning; and dialoguing to expand the ideas. The book concludes with questions regarding the changes in personal lives, professions and workplaces, communities, values, the socioeconomic system, and commitment to activism to make full participation in democracy accessible to all children of 2010. Contains approximately 50 references. (KB)

ED 433 121 PS 027 824

Tertell, Elizabeth A., Ed.; Klein, Susan M., Ed.; Jewett, Janet L., Ed.
When Teachers Reflect: Journeys toward Effective, Inclusive Practice.
PUB DATE- 98
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; Change Agents; Change Strategies; Early Childhood Education; *Elementary School Teachers; *Faculty Development; *Inclusive Schools; Individualized Instruction; Mainstreaming; Parent School Relationship; Parent Teacher Cooperation; Personal Narratives; Play; Preschool Curriculum; *Preschool Teachers; Program Effectiveness; *Reflective Teaching; *School Effectiveness; Special Needs Students; Teacher Collaboration
IDENTIFIERS- *Developmentally Appropriate Programs

On the premise that hearing other preschool teachers talk about their challenges in creating inclusive settings is a powerful impetus to reflect about one's own teaching practice, this book contains personal narratives by 18 teachers about their journeys toward inclusive, developmentally appropriate practice in early childhood education. The book's "Prologue" (S. Klein, L. Tertell, J. Jewett) provides a frame for discussing issues consumption; (3) liberalized markets for goods and services; (4) decentralized systems of wage determination; and (5) moderate wage increases. (YLB)

ED 432 668 CE 079 012

Farrell, Glen M., Ed.
The Development of Virtual Education: A Global Perspective. A Study of Current Trends in the Virtual Delivery of Education.
SPONS. AGENCY- Department for International Development, London (England).
PUB DATE- 99
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Computer Uses in Education; *Delivery Systems; *Distance Education; *Educational Practices; *Educational Technology; Educational Trends; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Information Technology; *Open Education; Postsecondary Education; State of the Art Reviews; Trend Analysis
IDENTIFIERS- *Virtual Universities

This document contains 11 papers examining the methodology and findings of a study of the virtual delivery of education throughout the world. "Introduction" (Glen M. Farrell) explains the study methodology, which entailed the identification of 10 global regions and commissioning of an individual in each region to write a paper describing the state of practice of virtual education in the region and the potential impact of virtual education initiatives on current practices in distance and open education. The authors and titles of the remaining 10 papers are as follows: "The Development of Virtual Institutions in Canada" (Glen M. Farrell); "Distance and Virtual Learning in the United States" (Peter J. Dirr); "Distance and Virtual Learning in the Caribbean" (Peter J. Dirr); "Open and Distance Education Programmes in Latin America" (Victor Guerra Ortiz); "European Trends in the Virtual Delivery of Education" (Robin Mason); "Virtual Institutions on the African Continent" (Vis Naidoo, Casper Schutte); "Virtual Institutions in the Indian Subcontinent (Including Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka)" (Sugata Mitra); "Virtual Institutions in East and Southeast Asia" (Michael Robertshaw); "Virtual Education Institutions in Australia: Between the Idea and the Reality" (Suellen Tapsall, Yoni Ryan); and "Trends in the Virtual Delivery of Education in New Zealand and the Pacific Islands" (Lalita Rajasingham). (MN)

ED 432 669 CE 079 013

Mustapha, Ramlee B.
The Role of Vocational and Technical Education in the Industrialization of Malaysia.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Sydney, Australia, August 11-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developing Nations; *Economic Development; Education

"Educating Consumers about Financing Long Term Care: Opportunities and Challenges" (Stum); "Influencing Issues of the Consumer Interest: Roles and Opportunities for Researchers, Educators, and Partners in the Media" (Bauer, Braun, Olson); and "Open Consumer Education Forum: What Works in Consumer and Family Finance Education" (Olson, Dolan). (MN)

ED 432 685 CE 079 040

Osman, Ali
The "Strangers" among Us. The Social Construction of Identity in Adult Education. Linkoping Studies in Education and Psychology No. 61.
PUB DATE- 99
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Students; Community Education; Comparative Analysis; *Cultural Differences; Ethnography; Folk Schools; Foreign Countries; *Immigrants; *Indigenous Populations; Interpersonal Relationship; Labeling (of Persons); *Multicultural Education; Self Concept; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Folk High Schools; *Identity (Psychological); Social Constructivism; *Sweden

A study examined the labeling practices in the multicultural discourse in two adult education settings in Sweden: a day folk high school and a municipal adult education center. A total of 33 students and 9 staff members from two adult education programs were interviewed. The labeling processes used by the "actors" (the adult learners and educators) were analyzed from the perspective of the theory of social constructionism. The native actors used the concepts of culture, ethnicity, and immigrants interchangeably to construct the nonnative actors as outsiders. However, the main concept used by the native actors to construct the nonnative actors as outsiders was culture. The talk of the native actors manifested strong affirmation of cultural difference. In the natives' talk, the nonEuropean/nonWestern cultures were conceptualized as the problem. "Racialization" of the concept of culture was another important aspect of the native actors' cultural discourse. The nonnatives defined themselves as outsiders and victims of the native actors' prejudices, and they viewed images of their culture as not only different but also inferior and a threat. Despite the fact that they shared many things in common, the native and nonnative actors talked as if they occupied a fixed identity or position. (Contains 87 references.) (MN)

ED 432 686 CE 079 041

Athanasou, James A.
Analysis of Responses to Vocational Interest Items: A Study of Australian High School Students. Occasional Paper Number 10.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Foreign Countries; *High School Students; High Schools; *Interest Inventories; Occupational Tests; Predictive Measurement; *Scores; *Test Validity; Vocational Education; *Vocational Interests; *Work Environment

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Case Studies; *Counseling Techniques; Counselor Training; Developmental Disabilities; Group Dynamics; *Group Therapy; Mental Disorders; Models; *Psychotherapy; Resources; Sociometric Techniques
IDENTIFIERS- Transference

Group psychotherapy has emerged as an exceptionally efficient and cost-effective means of delivering mental health services. The use of action methods to activate and enhance dynamic interactions between members has been central to the origin and evolution of group therapy. This book is intended for use by counseling students or counseling professionals to expand their skills in the delivery of group psychotherapy. Based on the Interactive-Behavior Therapy model created by the author, this book provides information that helps group counselors and facilitators enact a group method that allows participants to experiment with interactive skills in a safe environment. It discusses research about how groups work and practical aspects of running effective groups. This book also provides examples, case studies, and analyses of actual group sessions. It describes how to use techniques effectively and offers practical ways for beginning and maintaining groups. Traditional concepts inherent in group work, such as the activation and enhancement of therapeutic factors, are defined and discussed in relation to using these methods. The adoption of action methods for individuals with chronic psychiatric disorders and people with developmental disabilities is discussed. Appendix A is a glossary; Appendix B is a list of resources. (Contains 4 figures, 43 references, and an index). (Author/MKA)

ED 432 703 CG 029 198

Webb, Willyn
Solutioning: Solution-Focused Interventions for Counselors.
PUB DATE- 99
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Case Studies; Counseling; *Counseling Techniques; Counselor Client Relationship; Counselor Training; Empowerment; *Health Maintenance Organizations; *Intervention; Responsibility; Skills; Therapy
IDENTIFIERS- *Solution Focused Brief Therapy

This book is designed for established counselors, pastors, social workers, nurses, psychologists, and mental health professionals; it can also be used as a text for counselor training programs or as a reference tool for beginning counselors. It offers a new strategy for helping professionals who are not comfortable fitting their philosophy of counseling to managed care organizations; who want to be able to save time while creating a hopeful atmosphere for their clients; and who are looking for more effective ways to encourage responsibility, raise self-esteem, and develop life-long abilities in their clients. Based on solution-focused brief therapy, the 4-P Solutioning process provides therapists with methods to end blaming, encourage responsibility, and empower clients to find and use solutions. Solutioning is not an all-encompassing theory that requires a radical change in philosophy, but a language that promotes growth, change, and target group of teachers. Contains 31 references; appendixes contain survey and evaluation instruments, handouts, workshop schedules and forms, and bar graphs. (RS)

ED 432 722 CS 013 623

Enhancing Reading Fluency for Secondary Students - Part I and Enhancing Reading Comprehension for Secondary Students - Part II. Professional Development Guide.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.
PUB DATE- 98
NOTE- 189p.; Video not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Teaching; Faculty Development; Group Activities; *Instructional Innovation; Program Implementation; *Reading Difficulties; *Reading Instruction; Secondary Education; Teacher Workshops; Training Methods
IDENTIFIERS- *Partner Reading; *Reading Fluency; Texas; Vignettes

These guides focus on reading fluency and reading comprehension. Part I focuses on the instructional techniques called Partner Reading because of its strong empirical base across readers who fail to acquire reading fluency for any number of reasons. Part II focuses on reading comprehension, which is one of several essential skills that enable secondary students to learn to read successfully. A video accompanies Parts I and II. Each part consists of four sections. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes. Section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation, "Activity Handouts" for group activities, "Informational Handouts" that contain detailed information to assist with the implementation of Partner Reading, and "Vignettes," which provide examples of actual classroom implementation. Each part contains numerous references. (SC)

ED 432 723 CS 013 625

Phonological Awareness: Principles for Instruction and Progress Monitoring. Professional Development Guide.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.
PUB DATE- 98
NOTE- 62p.; Video not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Teaching; *Early Reading; Faculty Development; Group Activities; Instructional Innovation; Primary Education; Program Implementation; *Reading

NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Primary Education; *Public Schools; *Reading Achievement; *Reading Difficulties; *Reading Improvement; State Legislation; *Student Evaluation; Tables (Data); *Test Results
IDENTIFIERS- *Louisiana

Including the Spring 1999 reading data from all public elementary schools in Louisiana containing first, second, and third grades, this report provides the results of the analysis of the Developmental Reading Assessment data that measured the reading abilities of all students in Louisiana. Louisiana is committed to improving students' reading abilities, with a primary emphasis on early intervention. It targets students who are at risk of experiencing difficulty in reading. Table 1 includes each district's total enrollment for grades first through third and the reading levels of those students. Table 2 reflects reading data for each district's schools, and Table 3 reports a comparison of Fall 1998 and Spring 1999 reading data for each district's second and third grade students. Results indicate that 69.07% of the first, second, and third graders who were assessed are reading on or above grade level. (Contains a Summary of Findings and 5 charts to illustrate these findings.) (SC)

ED 432 746   CS 013 681

Ediger, Marlow
Reading and the Individual Pupil.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comprehension; Group Instruction; *Individual Instruction; Primary Education; Program Effectiveness; *Reading Instruction; *Word Recognition
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Reading Recovery Projects; Zone of Proximal Development

Describing Reading Recovery and Chapter 1 as two programs that emphasize a one-on-one approach in assisting pupils in learning to read, this paper considers advantages and aspects of these programs. It gives 10 reasons for stressing a single teacher assisting one pupil in learning to read and proposes how these programs may be incorporated into reading instruction of a large group. The paper suggests that smaller class sizes of pupils (10 students or less) would allow teachers to provide more attention in guiding pupils to improve word recognition skills and comprehension. It lists 10 word recognition skills that could be taught sequentially in context. Discussing the need for additional support by the teacher, the paper lists 10 ways to help out in the classroom intending to guide pupils to become achievers in the area of reading instruction. It considers how strategies need to be found to guide all pupils in achieving selected goals in reading. The paper concludes by considering reasons why pupils should become good readers. (Contains 8 references.) (SC) the handbook give practical ideas that can be implemented in the elementary classroom to set the stage for test success without compromising children's growth as writers. Following a foreword by Michael R. Sampson and "Fermentation" by Brod Bagert, the nine writing workshops are entitled: (1) "Putting the Puzzle Together: Building a Writer-Friendly Classroom"; (2) "Building Fluency: Creating Confident Test-Takers"; (3) "What Is Good Writing Anyway? Using Children's Literature to Teach Writing"; (4) "Using Rubrics to Teach Writing"; (5) "Teaching Narrative and Expository Writing"; (6) "More Than Just Elaboration: Creating Experiences for Readers"; (7) "A Potpourri of Writing Strategies: Adding Variety to Your Writing Workshop"; (8) "Getting Ready for the Test: Preparing Parents, Students, and School"; and (9) "Frequently Asked Questions: Issues and Answers on Writing and Testing." An appendix by Scott Beasley is entitled "States Use Various Approaches to Assess Writing." (NKA)

ED 432 766   CS 216 807

Delaware Student Testing Program. Item Sampler. Writing, Grades 3, 5, 8, and 10.
PUB DATE- 99
NOTE- 11p.; Handwritten student essays may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *State Standards; *Student Evaluation; Student Writing Models; Study Guides; Test Items; Test Wiseness; *Writing Achievement; *Writing Tests
IDENTIFIERS- *Delaware Student Testing Program

The purpose of this writing sampler is to familiarize Delaware teachers and students with the major writing portion of the Delaware Student Testing Program. Included for each grade level (3, 5, 8, and 10) are the original prompt and an example of exemplary student work. Although the intent was to include student work for each of the rubric score points on the Delaware writing rubric, the lack of parent response for permissions limited the amount of student work published. (RS)

ED 432 767   CS 216 808

Zarnowski, Myra
Intermingling Fact and Fiction: Catalyst or Catastrophe?
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Cincinnati, OH, March 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Literary Devices; *Literary Genres; *Nonfiction; Story Telling
IDENTIFIERS- Catalysts; Response to Literature; Writing for Children

The current trend in adult nonfiction is to incorporate greater and greater amounts of fiction into what is marketed as nonfiction. This trend is mirrored in today's nonfiction for children. Sometimes fictional characters are introduced and "experience" focused on. Theater plays with forms of text and languages. Writing about the process of coming to know an identity-in-process as a drama facilitator is an exploration of how the researcher is becoming what he is continually becoming. The processes of self discovery can only happen if both facilitator and participants are engaged in it. (Contains 15 references.) (NKA)

ED 432 789 CS 510 106

Flores, Norma Landa
A Code of Ethics That Binds Multicultural Communicators: A Plan for Unifying Communication Educators and Students.
PUB DATE- 99
NOTE- 15p.; Printed on colored paper. Paper prepared for the National Communication Association's Communication Ethics Credo Conference (Arlington, VA, July 24-26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Codes of Ethics; Elementary Secondary Education; Higher Education; *Intercultural Communication; Learning Activities; Multicultural Education; *Speech Communication; Student Needs; Teacher Role
IDENTIFIERS- *Communication Ethics

This paper advances a plan for unifying communication educators and students. The paper first responds to Frank E.X. Dance's paper "This Above All" ("Spectra," 1982) and asserts that ethical K-12, college, and university communication educators should facilitate their students' exploration and integration of alternative perceptions and definitions to generate shared meanings embraced by both speakers and listeners, without compromising each other's core beliefs, values, or morals. It then responds in some detail to Kenneth E. Anderson's paper, "A Code of Ethics for Speech Communication" ("Spectra," 1984). The paper offers materials for developing a code of ethics that binds communicators and provides a values framework and moral structure of multicultural communication ethics. It also presents a model for developing a classroom speech to describe a multicultural collaborative interaction, including an audience collaboration questionnaire and assessment materials. The paper concludes with definitions of multicultural spoken interaction skills. Contains a figure, Multicultural Collaborative Communication, and 11 references. (NKA)

ED 432 790 CS 510 108

Reppert, James E.
Textbook Utilization in a Broadcast Journalism Emphasis.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Cumberland Falls State Resort Park, Corbin, KY, September 17-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; Higher Education; Instructional Effectiveness; Introductory Courses; *Mass Media; Questionnaires; Student Needs; Television Curriculum; *Textbook

Food for Thought: Ideas for Improving School Food Service Operations. Innovative Solutions To Help Address the Issues and Challenges Facing Most Public School Districts.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cost Effectiveness; Costs; Elementary Secondary Education; Employment Practices; *Food Service; Program Effectiveness; Resource Allocation; School Administration
IDENTIFIERS- *Texas

This booklet reports on a study of food service functions in Texas schools. The report contains examples taken from previous school reviews and is based on the state Comptroller's instruction that the best practices identified by the Texas School Performance Review team be communicated to all the state's school districts. Some examples present noteworthy components of a district's overall program, whereas others illustrate how districts successfully addressed weaknesses. The report is divided into 10 issues that affect food services: (1) realizing that hungry children have difficulty learning; (2) deciding whether food services should be contracted to a private company; (3) identifying every student eligible for the National School Lunch and Breakfast Program; (4) using performance measures to improve operations; (5) seeing how purchasing and processing techniques affect costs; (6) hiring employees only for the time you need them; (7) using technology to protect student anonymity, improve report accuracy, and reduce duplication; (8) making school cafeterias desirable places to eat; (9) annually evaluating local policies and procedures that affect food services; and (10) using the food service fund balance to help cover overhead expenses, regularly replace equipment, and improve profitability. Overall, the review process revealed that the best-run food service operations carefully leveraged the food service fund balance to improve the operation of the entire school district. (RJM)

ED 432 811 EA 029 958

Ogawa, Rodney; Collom, Ed
Educational Indicators: What Are They? How Can Schools and School Districts Use Them?
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Formative Evaluation; Measurement Techniques; School Administration; School Effectiveness; Systems Building
IDENTIFIERS- *Educational Indicators

This paper provides local educators and policy makers with information about educational indicators and their use. It opens by briefly tracing the history of the educational indicators movement in the United States and then addresses four critical issues or questions about indicators and their use: What is an indicator and an indicator system? How can indicators and indicator systems be used? How do you identify

Elementary Secondary Education; *Interpersonal Communication; Listening Skills
IDENTIFIERS- *Communication Strategies

This paper reviews and discusses the literature related to improving effective communication in educational settings. It compiles possible solutions to ineffective communications. To promote effective communication, administrators need to solicit opinions and be willing to listen to them. Most administrators tend to give direction instead of guidance, so they need to listen more, ask more questions, and encourage faculty members to come up with their own ideas and solutions. School leaders should also learn how to control their emotions and concentrate on what is being said. Likewise, since every organization has both formal and informal lines of communication, the idea of following a strict chain of command is unwise. Administrators can enhance communication by using the most effective and efficient line of communication, depending on the situation at hand. Such efficient communication may involve the use of the latest technologies, such as local area networks; school leaders should set an example in using these technologies to bolster communication. Overall, administrators are the educational focal point within the school or local community, and they must be able to communicate effectively any concerns, ideas, or news. (RJM)

ED 432 831 EA 029 984

Status Report on the Consolidation of Educational Service Centers.
PUB DATE- 99
NOTE- 57p.; 9-page Addendum Summary included at end of document.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Consolidated Schools; *Cost Effectiveness; Educational Administration; *Educational Change; Educational Finance; Elementary Secondary Education; School District Reorganization; *School Districts; *Summative Evaluation
IDENTIFIERS- *Ohio

In 1995, the Ohio General Assembly required that certain educational service centers (ESCs) merge with other ESCs. This report examines the impact of ESC consolidation on the costs and quality of services provided to school districts. It raises issues for the state's General Assembly to consider and provides recommendations regarding pending ESC mergers. The report is divided into five parts: (1) an introduction, which discusses ESC history and services, ESC organization, local and "client" districts, ESC funding, the history of consolidated legislation, and the scope and methods of study; (2) an overview of the status of ESC consolidation, including expectations for consolidation and consolidation efforts in other states; (3) an examination of conditions and impact of consolidation, such as those conditions that help the consolidation process; (4) a treatment of issues for future consideration, which includes changes in special-education funding, the entrepreneurial ESC, and regional service delivery; and (5) a conclusion and recommendations. The study found that certain conditions, such as the provision of state money to offset the costs of consolidation and good personal relationships among participants, helped the consolidation process. Although consolidation lowered administrative costs, there were no savings overall. Four appendices offer examples of services provided by ESCs and other information. (Contains 18 references.) (RJM)

ED 432 850 EC 307 336

Motes, Patricia Stone; Pumariega, Andres; Simpson, Mary Ann; Sanderson, Jennifer

School-Based Mental Health Services: Service System Reform in South Carolina.

PUB DATE- 98

NOTE- 7p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Delivery Systems; Educational Innovation; Elementary Secondary Education; *Emotional Disturbances; *Integrated Services; *Mental Health Programs; Models; *Outreach Programs; Prevention; *School Health Services

IDENTIFIERS- *School Based Services; South Carolina; University of South Carolina

This paper reports on the University of South Carolina School-Based Mental Health Project, a program which provides mental health services within a public school setting in an effort to maximize the preventive and educational effects of mental health services within schools. The project is also developing a model to serve as a foundation for a statewide school-based system of care. This particular study examined shifts in service delivery from the traditional diagnostic and treatment model to a more ecological orientation with a continuum of services. The study analyzed service delivery activities logged by 33 graduate students providing mental health services through the project. Findings indicated that about 40 percent of the graduate students' service delivery efforts reflected non-traditional services such as program consultation and workshops, violence prevention efforts, ethnic-focused programming, consultation with teachers and other school personnel, and helping to define an in-school suspension program. Also, nearly 60 percent of students who received services were not identified as clients, suggesting that the project was providing services much broader than traditional mental health programs. Recommendations for system reform to address financing issues are offered. (Contains 10 references.) (DB)

ED 432 851 EC 307 337

Zima, Bonnie T.; Bussing, Regina; Forness, Steven R.; Benjamin, Bernadette

Sheltered Homeless Children: Eligibility and Unmet Need for Special Education Evaluations.

PUB DATE- 98

NOTE- 7p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- At Risk Persons; Behavior Disorders; Delivery Systems; *Disabilities; Disability Identification; Elementary Secondary Education; Eligibility; *Homeless People; Incidence;

analysis of comments taken verbatim from the Federal Register of March 12, 1999. Also included are topical briefs on critical issues and presentation slides for use in training. These supporting materials were prepared by and reflect the official position of the Office of Special Education Programs, U.S. Department of Education. The CD-ROM is compatible with a Macintosh computer with Mac 7.1 or above, or a PC running Windows 95 or 98 or NT. (CR)

ED 432 869 EC 307 357

Pliszka, Steven R.; Carlson, Caryn L.; Swanson, James M.
ADHD with Comorbid Disorders: Clinical Assessment and Management.
PUB DATE- 99
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Anxiety; *Attention Deficit Disorders; Behavior Disorders; *Behavior Modification; Children; *Clinical Diagnosis; Drug Therapy; Elementary Secondary Education; Emotional Disturbances; *Evaluation Criteria; Evaluation Methods; Intervention; Learning Disabilities; Mental Retardation; *Multiple Disabilities; *Symptoms (Individual Disorders)
IDENTIFIERS- *Comorbidity

This book is designed to help clinicians assess and treat children or adolescents with attention deficit/hyperactivity disorder who also present other disabilities. Major comorbidities are described in depth and empirically grounded guidelines are presented for evaluation and treatment. Part 1 provides an overview of issues in comorbidity, including problems with the diagnostic criteria, pitfalls in the study of comorbidity, and comorbidity and domains of functioning. Part 2 discusses psychiatric and behavioral assessment and provides assessment instruments that can be utilized both in establishing diagnoses and in identifying areas of behavioral impairment. Part 3 provides an overview of pharmacological and behavioral treatment approaches. In Part 4, the various comorbid diagnoses and specific treatments for them are discussed, including disruptive behavior disorders (which includes substance abuse), neurological disorders, affective disorders, anxiety disorders, mental retardation and pervasive developmental disorders, medical disorders, learning disorders, and obsessive-compulsive and tic disorders. Part 5 identifies potential areas of impairment and their specific treatments, including problems in home, classroom, and playground. Finally, the Epilogue discusses future directions in comorbidity research and treatment. (Contains approximately 700 references.) (CR)

ED 432 870 EC 307 358

United States and Mexican State Directors of Special Education: Information Exchange Meeting, February 7-9, 1999. Proceedings Document. Final Report, Deliverable-Task 2-3.1b.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English

Dry Creek Joint Elementary School District. Educational Specifications: K-5 Permanent (Revised 1998).
PUB DATE- 98
NOTE- 150p.; For related documents, see EF 005 554-557.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Elementary Education; *Elementary Schools; Public Schools; *Revision (Written Composition); Rural Schools; *School Construction
IDENTIFIERS- California

An Educational Specification Committee was convened to determine the design specifications required for a new K-5 (and temporarily 6-8 grade) elementary school in Roseville, California's Dry Creek District. This report presents revisions to an earlier document that examined school room specifications for each grade level and administrative area. Specification considerations are detailed (where applicable) for each school area that include assessment points on the curriculum to be taught, outcomes expected, any discernible educational trends, the teaching and learning activities under the different curriculum areas, orientation and relationships, internal traffic, furniture and equipment needs, utilities required, any special requirements to become part of the classroom facilities, storage, and enrollment levels for that grade. Staff rooms, restrooms, security and custodial areas, outdoor education, and conference rooms are also detailed. Concluding information lists items that have been noted through past building experiences that should be reviewed and considered in the planning phase of the new school. (GR)

ED 432 889 EF 005 556

Dry Creek Joint Elementary School District. Educational Specifications: Dry Creek Middle School.
PUB DATE- 91
NOTE- 223p.; "Adopted April 4, 1991." For related documents, see EF 005 554-557.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Middle Schools; Public Schools; *Revision (Written Composition); Rural Schools; *School Construction
IDENTIFIERS- California

An Educational Specification Committee was convened to determine the design specifications required for a new middle school in Roseville, California's Dry Creek District. This report presents revisions to an earlier document that examined school room specifications for each grade level and administrative area. Specification considerations are detailed (where applicable) for each school area that include assessment points on the curriculum to be taught, outcomes expected, any discernible educational trends, the teaching and learning activities under the different curriculum areas, orientation and relationships, internal traffic, furniture and equipment were instructed in English vocabulary using an etymological approach. Results indicate that while the students of Latin-based language backgrounds performed better on the pretest, the highest posttest scores were obtained by students of non-Latin-based language backgrounds, suggesting that students of Latin-based backgrounds do not have an advantage over others in this approach to English vocabulary learning. (Contains 13 references.) (MSE)

ED 432 910 FL 025 924

Li, Loretta Flanagan
Why I Still Speak Chinese at Home.
PUB DATE- 99
NOTE- 13p.; Version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (33rd, New York, NY, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; *Family Environment; Intercultural Communication; Interpersonal Communication; *Language Role; *Language Usage; *Native Speakers; Second Language Instruction; Second Language Learning; *Second Languages

A native English-speaker explores the reasons why she persists in speaking her husband's native language, Chinese, at an intermediate level at home, despite the fact that she lives in the United States. She looks, in a humorous way, at the errors she has made in learning Chinese, some cultural contexts for language choice, the importance of cultural transmission to children, the role of the native language for conveying parental authority and filial respect, choice of language as a statement of social power, and the role of languages in the development and maintenance of family relationships. The author then outlines some techniques for encouraging students of a second language to practice that language at home by setting their own, specific parameters for its use. (Contains 16 references.) (MSE)

ED 432 911 FL 025 925

Gebhard, Jerry G.; Graber, Elizabeth; Grote, Ellen; Miller, Patricia; Thongrin, Saneh; Rodriguez, Xinia
Communication and Culture: Five Annotated Bibliographies.
PUB DATE- 99
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Comparative Analysis; *Cross Cultural Training; Cultural Context; *Culture Conflict; Ideology; *Intercultural Communication; Marriage; Rhetoric; *Sociocultural Patterns; *Writing (Composition)

The five annotated bibliographies, developed by students as a requirement for a graduate-level course in cross-cultural communication, include: "Teaching Cross-Cultural Capability in the ESL/EFL Classroom" (Ellen Grote); "To Have and To Hold: Marriage Connections Across Cultures" (Elizabeth Graber); "Rhetoric and Ideology in Compositions: L1 and L2" (Saneh Thongrin); "Intercultural Adjustment Workshops" (Patricia Miller); and "Contrastive Rhetoric" (Xinia Rodriguez). The report explains its methodology and then summarizes data in tables. (DB)

ED 432 931 HE 032 230

Exit Counseling Guide for Counselors. William D. Ford Federal Direct Loan Program.
PUB DATE- 97
NOTE- 23p.; One component of a six-item "Counseling Kit" that includes "Entrance Counseling Guide for Counselors" (ED 424 832), "Entrance Counseling Guide for Borrowers" (ED 424 833), "Exit Counseling Guide for Borrowers" (ED 427 641), and two videotapes.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Counseling; *Debt (Financial); Higher Education; Loan Default; *Loan Repayment; Money Management; Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- *Exit Interviews; *Federal Direct Student Loan Program

This guide is intended to help school financial aid administrators meet the requirement that they provide in-person exit counseling to borrowers of Federal Direct Stafford/Ford Loans (direct subsidized) and Federal Direct Unsubsidized Stafford/Ford Loans (direct unsubsidized). The guide is intended to be used with a companion video and a guide for borrowers. The first section identifies specific regulatory requirements regarding counseling borrowers who graduate, withdraw, or otherwise cease to attend school at least half-time. This is followed by a list of recommended topics for inclusion in school exit counseling, such as reviewing borrowers' rights and responsibilities. The next section addresses administrative considerations, including organizing counseling sessions, understanding the role of the Direct Loan Servicing Center, and documenting exit counseling. Suggestions for the exit counseling presentation are then offered; they include showing the video, reviewing the student-borrower's guide, and answering questions. Emphasis is on explaining to students the various repayment plans, the consequences of default, and budgeting. (DB)

ED 432 932 HE 032 231

Groff, Warren H.
Strategic Planning (Thinking) for the Digital Era.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Progress; Foreign Countries; Higher Education; Information Dissemination; International Cooperation; *Long Range Planning; Partnerships in Education; School Business Relationship; Science and Society; *Strategic Planning; *Technological Advancement; Technology Transfer; Trend Analysis; Universities; *World Wide Web
IDENTIFIERS- Electronic Commerce; *Taiwan

This paper examines trends and issues in strategic planning for

MacFarland, Thomas W.
Matriculation Status of Nova Southeastern University's Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Breakout Analyses for Campus-Based Students and Distance Education Students. Report No. 99-03.
PUB DATE- 99
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *College Outcomes Assessment; *Distance Education; Followup Studies; Graduation; Higher Education; *Instructional Effectiveness; Program Evaluation; *School Holding Power; Tables (Data)
IDENTIFIERS- *Nova Southeastern University FL

This study compared the matriculation status of distance education students and their campus-based counterparts (total N=10,187) 5 years after original enrollment in Nova Southeastern University academic centers in Fall 1993. Successful matriculation was defined as either graduation and/or continued enrollment in Fall 1998. The study found that the 1993 students enrolled in courses offered through the use of distance education had a significantly greater frequency of successful matriculation than their campus-based counterparts. Although distance education students had a greater frequency of successful matriculation than their campus-based peers overall, distance education doctoral students in the Graduate School of Education and Human Services and the School of Business and Entrepreneurship matriculated at a lower rate than did campus-based doctoral students. Tables detailing the study's findings are appended. (DB)

ED 432 952 HE 032 261

Miller, Richard I.
Major American Higher Education Issues and Challenges in the 21st Century. Higher Education Policy Series 42.
PUB DATE- 99
NOTE- 246p.; Published by Jessica Kingsley Publishers, London, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; Change Strategies; College Administration; College Outcomes Assessment; Cooperative Programs; Demography; Educational Change; Educational Policy; Educational Trends; Ethics; *Futures (of Society); Government School Relationship; Higher Education; *Long Range Planning; Policy Formation; Resource Allocation; *Strategic Planning; Teacher Education

This book identifies and discusses key issues for the future of American higher education. An introductory chapter focuses on the nine contributions by higher education recommended in Clark Kerr's 1981 Carnegie Council Report. The following 10 chapters focus on specific issues in the following areas: (1) changing demographics; (2) minority access and success; (3) international competition and cooperation; (4) creative frugality; (5) ethics and morality; (6) general education; (7) teacher education; (8) cooperation with other sectors; (9) assessment and accountability; and (10) leadership and management. A final chapter, on strategies for implementing

689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Capitalism; *College Curriculum; College Instruction; Economic Factors; *Economic Research; *Economics; Females; Feminism; *Feminist Criticism; Higher Education; Models; Research Methodology; *Sex Bias; *Sex Fairness; Teaching Methods; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which economics, as a discipline, has been influenced by feminist scholarship in the field. It explains that feminist work in transforming economics began to gain ground only in the early 1990s, and that the impact of feminist or multicultural insights on the core research assumptions of the discipline has been minor. The essay notes that economics differs from most other social sciences in that it is built around a single, highly influential core paradigm. The mainstream of economics is built around the neoclassical model of human behavior which assumes that all activity is a result of rational, self-interested choices by autonomous individuals. Feminists have challenged all of the underpinnings of this model, along with traditional teaching and research methods. A less gender-biased discipline would use characteristics associated with both sides of the old dualistic thinking about gender (such as reason versus emotion and self-interested versus other-interested) to analyze the behavior of both men and women. The document includes an annotated bibliography and a list of related electronic resources. (MDM)

ED 432 972 HE 032 680

Grumet, Madeleine; McCoy, Kate
Education: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 39p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Curriculum; College Instruction; *Education; *Educational Research; Elementary Secondary Education; Females; Feminism; *Feminist Criticism; Higher Education; Models; Personal Narratives; Politics of Education; Research Methodology; *Sex Bias; Sex Fairness; *Teacher Education; Teaching Methods; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which education, as a discipline, has been influenced by feminist scholarship in the field. It explains that foundational studies by feminist scholars have examined sexual differences in identity and ways of knowing, and have challenged the arrogation of feminine experience and viewpoints to generalizations of male experience. The essay goes on to look at the education curriculum, focusing on access and equity, pedagogy, and narrative and identity, noting that autobiographical writing has become an important process in teacher education. It notes that feminist scholars have challenged traditional research paradigms of researcher/researched, knower/known, and subject/object, and have questioned the boundaries that separate public from private by insisting on the political nature of all inquiry.

Computer Software Development; Educational Games; Elementary Education; Instructional Effectiveness; Microworlds; Problem Solving; *Programming; *Puzzles

ToonTalk is an animated interactive world inside of which one can construct a very large range of computer programs. These programs are not constructed by typing text or arranging icons, but by taking actions in this world. Robots can be trained, birds can be given messages to deliver, and so on. This paper describes the design and preliminary testing of an interactive puzzle game that functions as a ToonTalk tutorial. Children are presented with a series of interactive puzzles in a game-like narrative context. The puzzles gradually introduce programming constructs and techniques. Each puzzle presents the player with a very limited selection of ToonTalk objects. Even some very young children are able to solve the puzzles because the search space is so strongly constrained, and yet players do not behave as if the puzzles are too easy--the children are clearly challenged. The sequence of puzzles is carefully designed to gradually introduce new concepts, one at a time. Testing has shown that both children and adults enjoy the puzzles and have learned some sophisticated programming skills. (Contains 11 figures and 7 references.) (Author/AEF)

ED 432 991 IR 019 715

Nam, Sang Seok
Parent-Completed Screening Test for Developmentally At-Risk Young Children.
PUB DATE- 99
NOTE- 11p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Child Development; Comparative Analysis; *Computer Assisted Testing; Developmental Delays; *Disability Identification; *Early Identification; Evaluation Methods; Foreign Countries; Measurement Techniques; Parent Participation; Questionnaires; Standardized Tests; *Test Construction; *Test Validity; Toddlers

A computer-based questionnaire was developed to help parents who have not received specialized training to determine whether their young children need further assessment for diagnosis of developmentally at-risk status. The computer automatically determines a starting point for a series of questions according to the child's chronological age. The computer also sets the basal point according to the child's functional level. When the child reaches a certain ceiling point, the computer stops asking questions, calculates the total numbers of "yes" and "no" answers given by the respondent and presents a graphical representation of the child's development. The questionnaire items are written in simple language and use pictures where possible. The validity of the instrument was examined to see how precisely the parent-completed questionnaire assesses children's development as compared to the Child Developmental Inventory, a standardized assessment tool. Results suggest that the parent-completed computer-based questionnaire is a valid tool in screening 15-month-to 36-month-old children's development. (Contains 32 references and 3 tables.) (Author/AEF)

ED 432 992 IR 019 716

Development Foundation, set up the National Working Party on Social Inclusion in the Information Society (INSINC) to examine the impact of new information technology on local communities and the potential for greater social inclusion within the information society. This INSINC report is based on the belief that a socially inclusive information society is desirable, that there is a role for social policy in influencing its development, and that ensuring a socially inclusive information society will require investment, particularly in the mechanisms by which people gain access to equipment and to the information highway. The report addresses how a socially inclusive information society be brought about, what will it look like, and the implications for communities and community organizations. Findings and recommendations are discussed in the following areas: the information society; the social context; information and communication for social inclusion; access to information and communication channels; community networks, resource centers, and partnership; issues of social inclusion; and social inclusion in the information society. Appendices include a glossary, description of initiatives of IBM United Kingdom and the Community Development Foundation, and biographies of INSINC members. (AEF)

ED 433 010 IR 019 813

Willemssen, Joel C.
Year 2000 Computing Challenge: Education Taking Needed Actions but Work Remains. Testimony before the Subcommittee on Oversight and Investigations, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Security; Computer Software; Computer System Design; Federal Government; Federal Programs; *Information Systems; Postsecondary Education; Programming; Public Agencies; Records Management; *Student Financial Aid
IDENTIFIERS- *Department of Education; *Year 2000 (Programming)

This document provides testimony on the U.S. Department of Education's efforts to ensure that its computer systems supporting critical student financial aid activities will be able to process information reliably through the turn of the century. After providing some background information, the statement recaps prior findings and the actions that were needed for reducing risk, progress by the department since then, and future tasks. The statement concludes that the Department of Education has made progress toward making its programs and supporting systems Year 2000 (Y2K) compliant, but that work remains to complete the department's planned Y2K program to ensure that the risk of disruption to student financial aid delivery is minimized. (AEF)

ED 433 011 IR 019 814

Cooke, Alison
Authoritative Guide to Evaluating Information on the Internet. Neal-Schuman NetGuide Series.
PUB DATE- 99
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Libraries; Cooperative Programs; Corporations; Decision Making; Electronic Libraries; Futures (Of Society); Higher Education; Information Management; Integrated Library Systems; Librarians; *Library Administration; Library Automation; Library Collection Development; Library Collections; *Library Science; *Library Services; Salaries; Shared Resources and Services; Special Libraries
IDENTIFIERS- Corporate Libraries; Knowledge Management

This book presents the following papers on library organizational and management issues: (1) "Knowledge Management: An Essential Framework for Corporate Library Leadership" (Deanna J. Streng); (2) "Critical Factors for Collaboration in an Academic Library Setting" (Charlotte M. Knoche); (3) "Salaries of Academic Librarians in the United States: A National Study" (Gayle Porter, Paul Bredderman, Angela Courtney, and Thomas A. Petee); (4) "Running into Walls in a Wall-Less World: The Politics of the Virtual Library" (James J. Kopp); (5) "An Integrated Approach to Providing Library Support for Extended Campuses: The Webster University Experience" (Laura O. Rein and James L. Staley); (6) "A Study of Decision Making in Tennessee Academic Libraries That Have Chosen Automated Library Systems" (Patricia A. Phillips); (7) "Acquiring a Library Automation System: An Analysis of a Strategic Decision Event" (Steven J. Bell); (8) "Benchmarking Library Budgets: Positioning the Library in a Competitive Environment" (Fred W. Jenkins); and (9) "Special Collections in the Year 2015: A Delphi Study" (Virginia E. Young). An index is included. (AEF)

ED 433 030 IR 057 415

Hepfer, Cindy, Ed.; Gammon, Julia, Ed.; Malinowski, Teresa, Ed.
Advances in Serials Management. Volume 6.
PUB DATE- 97
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Libraries; Electronic Publishing; Higher Education; Information Technology; Integrated Library Systems; *Library Collection Development; Library Materials; *Library Technical Processes; *Serials; Vendors

In order to further discussion and support constructive change, this volume presents the following eight papers on various dimensions of serials management: (1) "CD-ROMs, Surveys, and Sales: The OSA Optical Society of America Experience" (Frank E. Harris and Alan Tourtlotte); (2) "Management and Integration of Electronic Journals into the Serials Department" (Barbara Hall); (3) "A Collaborative Approach to Conversion: The University of Washington Serials Control Project" (Diane Grover and James Stickman); (4) "Serials Vendor Service Quality Evaluation: An Ongoing Performance Review Process" (Ruth H. Makinen and James L. Smith); (5) "Bibliometric Tools for Serials Collection Management in Academic Libraries" (Katherine W. McCain); (6) "The Integration of Science Serial Collections into a Consolidated Science Library" (Kathryn Kjaer, Sally C. Tseng, and Barbara Lucas); (7) "Compact Storage--A Part of the OhioLINK Strategy and a Solution to Shelving Needs for Journal Collections" (Pat Salomon and Barbara Shaffer); and (8) "The Impact of the Faxon Company on the Serials Community, 1881-1996" (Constance L. Foster). (AEF)

CLOUT, a freshman-year learning community of three courses that share a common skill focus, the power of language. This section of the monograph reveals the importance of planning, documentation, and analysis to a successful learning community. In part 3, the authors provide a three-phase implementation strategy for developing a successful learning community. In the appendix following this section, blank frameworks are provided to assist faculty in planning their own learning community. (VWC)

ED 433 049 JC 990 538

Mississippi State Board for Community and Junior Colleges, 1997-98 Annual Report.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Adult Basic Education; Annual Reports; *Community Colleges; *Educational Assessment; *Educational Finance; Educational Technology; Enrollment; General Education; *Governance; Labor Force Development; Program Evaluation; *State Boards of Education; Two Year Colleges
IDENTIFIERS- *Mississippi

This document is intended to reflect the commitment of the Mississippi State Board for Community and Junior Colleges to effectively coordinate its community college system. A brief history of the board, along with a description of its powers and duties, are given. Information about the state's community and junior colleges is provided in the following areas: (1) enrollment; (2) programs; (3) proprietary schools; (4) fiscal data; (5) adult basic education; (6) general education development; (7) workforce education; and (8) technology. Highlights of the report include: (1) a system-wide increase in total enrollment from 72,071 to 117,399 between 1993 and 1997, with an increase in credit enrollment from 49,641 to 53,422 over the same period; (2) for fiscal year 1998, 50 new program applications were submitted of which 18 were approved; (3) the commission which oversees the proprietary schools met six times during the year, renewing 13 certificates of registration; (4) for fiscal year 1998, 53% of revenues were provided by the state, 19% by tuition, 12% by in-direct, 11% by local taxes, and 5% from the federal government; (5) basic skills training was offered within 43 programs at 15 community and junior colleges, 22 public schools, and 6 other community institutions; and (6) 96,375 individuals received workforce training, compared to 59,721 in 1995. (JJL)

ED 433 050 JC 990 540

Johnson, Larry; Perez, Stella
Meeting the Challenge. Final Report of the Computer-Based Developmental Education Project.
SPONS. AGENCY- Invest Learning Corp.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Community Colleges; *Computer Assisted Instruction; Computer Uses in Education;

skills and experience using the Internet; (4) most survey respondents use a computer at least once a day, and the majority of their Internet use was to access materials. Part 2 of this report focuses specifically on instructional faculty, who have both the highest and lowest levels of computer expertise at CCSF. It was found that instructional faculty are less likely than other college employees to rate department colleagues as important sources of computer and technology information, which may be related to the frequency with which faculty use technology off-campus. Part 3 focuses again on instructional faculty, revealing that enjoyment of teaching, access to new resources, and creativity are perceived as the major benefits of instructional technology. (JJL)

ED 433 068 JC 990 562

Mery, Pamela M.
Campus Profiles Report: Fall Term Enrollments 1994-1997.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Demography; Enrollment; Institutional Characteristics; *Institutional Evaluation; *Multicampus Colleges; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This report provides longitudinal fall enrollment data comparisons as well as demographic information for each campus of the City College of San Francisco in California (CCSF). The following data elements are included in this report: (1) overall enrollment; (2) academic areas of enrollment; (3) gender, ethnicity, and age; (4) educational goal; (5) average units attempted and maximum units attempted; (6) average attendance hours and maximum attendance hours; and (7) zip code. Data came from two different sources: the CCSF Credit and Non-credit Applications for Admission and the CCSF student database. Section 1 provides results on these items for each of the nine campuses, followed by campus descriptions as reported in the schedule of classes. Section 2 provides campus comparisons, including: (1) English-as-a-Second-Language enrollment by campus; (2) total credit enrollment and demographics; and (3) total noncredit enrollment and demographics. (JJL)

ED 433 069 JC 990 563

Maricopa Commission on Health Care Education Reform: Initial Report.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; *Community Colleges; *Educational Change; Educational Development; *Educational Objectives; *Educational Planning; Planning Commissions; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

This report, prepared by the Maricopa Commission on Health Care Education Reform (HCER), contains an executive summary, commission overview, commission charge, and historical subjects tended to agree with expressing affection toward a child, the difficulty of child rearing, preferring boys, and authoritative control and filial piety. They tended to rate low the value of children and daughters. (EV)

ED 433 087 PS 027 586

Poris, Michelle P.
Early Childhood Predictors of School-Age Children's Reports of Sibling Relationships.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 9p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Childhood Attitudes; *Children; Early Childhood Education; *Early Experience; Emotional Experience; *Family Environment; Fathers; Longitudinal Studies; Marital Satisfaction; Mothers; Parent Attitudes; *Parent Child Relationship; Parents; Predictor Variables; *Preschool Children; *Sibling Relationship; Siblings
IDENTIFIERS- Marital Quality; Maternal Sensitivity; Security of Attachment

This study examined the associations between the early family environment, older siblings' early characteristics, and later sibling relationships. Participating were 37 families with infants and preschool-age older siblings who were observed in the laboratory at 3 time points and followed-up 3 years later. Findings indicated that parents' early marital relationship was associated with more positive sibling involvement and teaching, and less sibling conflict and rivalry 3 years later. Fathers who were more controlling of their children's emotions during preschool had children who later demonstrated less sibling teaching. Mothers' sensitivity with infant siblings was associated with positive sibling relations 3 years later, but fathers' sensitivity correlated positively with later sibling conflict and negatively with later sibling teaching. Older siblings who were securely attached to fathers provided more care to younger siblings 3 years later, while older siblings' early emotion understanding was negatively associated with later caretaking. Multiple regression analyses revealed that parents' early marital love and their sensitivity with infant siblings were the most consistent predictors of all sibling relationship measures other than instrumental caretaking. The findings underscore the importance of the early affective family environment in shaping sibling relationships over time as well as the importance of examining both parents' contributions to sibling relationships. (Author)

ED 433 088 PS 027 643

International High/Scope Registry Conference Proceedings (Ypsilanti, Michigan, May 5-8, 1998).
PUB DATE- 98
NOTE- 243p.; For 1997 proceedings, see ED 410 018.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Active Learning; Adult Learning; Brain; Change Agents; Change Strategies; Conflict Resolution; *Curriculum

Peace Education is now considered by many as a viable curriculum that could be integrated into many school programs. This paper identifies and clarifies the role that peace education can play in the creation of a humane, nonviolent learning environment; highlights recent research on brain-based learning that holds significance for the inclusion of peace education in the curriculum, especially with integration of the arts and humanities; and demonstrates and invites participation in workshop activities that enhance the quest for a peaceful school and classroom. The paper maintains that peace education can enfold integrated, brain-based, multisensory learning, and a problem-solving approach. Integration of the arts and humanities in peace education can be a form of art therapy for children living in violent communities. The paper further maintains that peace education ensures enhanced citizenship skills for a new century. Appended to the paper are lists of: resources for brain-based learning; books and curriculum guides for peace education/conflict resolution/violence prevention/human rights/global education; and online resources. (KB)

ED 433 105 PS 027 792

Hinitz, Blythe F.; Stomfay-Stitz, Aline M.
Peace Education and Conflict Resolution through the Expressive Arts in Early Childhood Education and Teacher Education.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual conference of the Eastern Educational Research Association (Hilton Head, SC, February 26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; College Students; Conflict Resolution; *Dramatics; Early Childhood Education; Higher Education; *Language Arts; *Peace; *Teacher Education; Teaching Methods; Young Children
IDENTIFIERS- *Peace Education

Several modes of expressive arts may be especially appropriate for peace education and conflict resolution instruction in early childhood and teacher education classrooms. This paper explores the integration of the concepts and processes of peace education and conflict resolution through an examination of current research and professional development publications, as well as observations made in selected U.S. early education and teacher education classrooms. The paper focuses on the role of the dramatic and language arts in fostering peace education and conflict resolution. With regard to early education, the paper is informed by several sources, including literature on brain-based learning and multiple intelligences. Also discussed is the effective use of reflective listening, reading and storytelling, journal writing, creative drama, dramatic play, and problem-solving techniques. The report concludes that peace education strategies developed through appropriate dramatic and puppet play and other language and communication experiences can counteract the violent images depicted in the media and many children's toys. Language and literacy experiences can foster peace education and conflict resolution and play an important role in early childhood teacher education. (Contains 54 references.) (KB) related to change and describes the context within which the teachers' stories emerged. Each of the book's seven chapters includes reflections of several teachers focusing on a particular theme identified by the communities participating in the Best Practices in Integration Outreach Project. The chapters are: (1) "Play" (S. Callas, J. Bruns Mellinger, M. King-Taylor); (2) "Guidance" (K. Boulden, K. Hiester, B. Walti); (3) "Individualizing" (S. Pieples, M. Lowe); (4) "Include Everyone" (S. Holliday, D. Miller Parker); (5) "Emergent Curriculum" (B. Julovich, T. Heyob); (6) "Working with Families" (G. Fischer, B. Murray); and (7) "Collaboration" (M. Horn, S. Pluckebaum, B. Bandera, P. Burke). Each chapter closes with questions or activities related to issues arising from the chapter's topic; the activities are designed to be used individually, in groups, or in training sessions. The book's appendix describes reflective change techniques. Each chapter contains resources. (KB)

ED 433 122 PS 027 826

Maryland KIDS COUNT Factbook, 1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; Children; Counties; Demography; Drinking; Dropout Rate; Early Parenthood; Elementary Secondary Education; High School Graduates; Incidence; Mortality Rate; Poverty; Prenatal Care; Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; *Maryland

This Kids Count factbook is the fifth to examine statewide and county trends in the well-being of Maryland's children. The statistical portrait is based on indicators in the domains of economic well-being, good health, safety, and preparing for adulthood. The 16 indicators are: (1) child poverty; (2) child support; (3) births to teens; (4) low birth weight infants; (5) infant mortality; (6) early prenatal care; (7) binge drinking; (8) child abuse and neglect; (9) child death rate; (10) teen violent death; (11) school violence; (12) juvenile violent crime arrests; (13) nonviolent juvenile criminal arrests; (14) third grade reading; (15) on-time graduation; and (16) high school completion. The report presents key findings about Maryland's children and describes how Maryland counties rank and how the state ranks nationwide. The bulk of the report presents state and county level data on demographic information and the above indicators from the mid 1980s to the late 1990s. Key findings indicated that there were improvements in percentage of babies born to teenage mothers, percentage of paying child support cases, infant mortality rate, percentage of third grade students performing satisfactorily or above on the reading portion of the Maryland State Performance Assessment Program, teen violent death rate, nonviolent juvenile crime arrests, and the percentage of women beginning prenatal care in the first trimester. There was an increase in child poverty, violence-related arrests, and binge drinking. The report concludes with an appendix presenting data by county on the indicators and information on methodology and data

Work Relationship; *Employer Attitudes; Employment Potential; Foreign Countries; Government Role; *Labor Force Development; Labor Needs; Needs Assessment; Outcomes of Education; Postsecondary Education; *Role of Education; Secondary Education; *Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Malaysia

The Industrialized Needs study identified the perceptions of Malaysian educators and employers regarding the role of vocational and technical education (VTE) in the economic development of Malaysia. The first survey used a random sample of 300 (276 responses) from the population of 4,316 VTE educators in public VT schools and polytechnics in Peninsular Malaysia. The second population was employers from large and medium-size manufacturing companies in Klang Valley and Selangor, 120 of whom became the sample of employers (53 responses). Based on the findings of the study, several conclusions were drawn: (1) both educators and employers believed VTE and training have assumed a major role in the economic development of Malaysia and that a substantial financial investment in VTE and training was justified; (2) both groups were less certain regarding the employability skills of VT graduates; (3) educators and employers differed with regard to which factors helped or inhibited the restructuring of VTE, but both groups agreed that input from the private sector and technical exchanges between vocational institutions and business/industry were mutually beneficial; (4) they believed the public sector did an inadequate job in satisfying the human resource needs of the industrial sector; (5) both groups were unclear regarding factors that led to shortages of skilled workers; and (6) educators and employers differed regarding the government's role in satisfying the needs of VTE and the needs of business and industry. Ten recommendations for policy, practice, and future research are offered. (Contains 12 references.) (YLB)

ED 432 670 CE 079 017

ASE Program Certification Standards for Automobile Technician Training Programs.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *Auto Mechanics; Certification; *Evaluation Criteria; Evaluation Methods; *National Standards; Policy Formation; Postsecondary Education; Program Evaluation; Secondary Education; Technical Institutes; *Trade and Industrial Education
IDENTIFIERS- *National Institute Automotive Service Excellence

This document presents and explains the development and application of the National Institute for Automotive Service Excellence (ASE) program certification standards that were developed to improve the quality of secondary- and postsecondary-level automobile technician training by implementing a certification program that certifies programs in eight areas: brakes, electrical/electronic systems, engine performance, suspension and steering, automatic transmission and transaxle, engine repair, heating and air conditioning, and manual drive train and axles. The following topics are among those discussed in the document's five sections: (1) policies

IDENTIFIERS- *Australia; Hollands Theory of Occupational Choice

A study used item response theory to examine the vocational interests of 2,709 high school students (1,436 males; 1,273 females) in Australia in relation to Holland's vocational interest typology (1973, 1985, 1997), which identifies six fundamental vocational types (realistic, investigative, artistic, social, enterprising, and conventional) that link interests and work environments within the ambit of personality. Participants completed a 24-item questionnaire. Partial credit analysis was used to determine the location of the four questions that made up each of the vocational scales. Infit mean squares centered on 1.0 and separability was satisfactory for all scales (0.85 to 0.99) except the investigative scale. The conclusion was that scales and items conformed generally to the measurement model. The analysis of items using a Rasch model provided new information on how individuals responded to items and the complexity of responses within interest categories. It was concluded that simple raw scores or summing scores may not offer a valid basis for assessment of interests. (Included are two tables and six figures that show the distances between rating scales on the six scales. Contains 15 references.) (YLB)

ED 432 687 CE 079 042

Tech Prep Work-Based Learning Program for Child Care Management Occupations. Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield.

PUB DATE- 97

NOTE- 46p.; Prepared by Carlyle High School.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Apprenticeships; *Child Care Occupations; Curriculum Development; Early Childhood Education; Experiential Learning; High Schools; Information Processing; *Marketing; Publicity; School Business Relationship; Secretaries; Student Experience; Student Recruitment; *Tech Prep; Technology Education; Vocational Education; Work Experience; *Work Experience Programs; Youth Programs

The tech prep work-based learning program for child care management occupations at Carlyle (Illinois) High School had nine goals: (1) market the program to students, parents, employers, and the community; (2) increase the number of students enrolled in Tech Prep Youth Apprenticeship (TPYA); (3) increase the number of employers providing work-based experiences; (4) develop a plan to coordinate the academic competencies, work place skills, and technical skills between the school- and work-based components; (5) develop progressive work-based experiences beginning with industry visits and culminating with paid experiences; (6) develop a curricula for industry supervisor training and deliver training; (7) certify completers against accepted industry standards; (8) develop a plan to demonstrate what has been learned through the TPYA project; and (9) expand work-based learning at the postsecondary level. Major accomplishments were as follows: creation of tech prep brochures; mailing 291 brochures to local businesses; expanding the work-based learning program to the secretarial/information processing area; students' and mentors' attendance at workshops; choice by students previously enrolled in child care of child care-related careers; and continued student recruitment. (The 10-page report has extensive appendixes: newspapers articles and advertisement; materials flexibility. It encourages the practitioner to blend tried-and-true techniques with the solutioning attitude and supplementary interventions, allowing the efficiency necessary for managed care survival. The book provides therapists with the following: the language of the 4-Ps, taught by using easily accessible practice sheets; skill highlights which focus on preexisting skills that can be given a solutioning slant; solutioning applications that illustrate how particular interventions apply to common mental health issues; case studies that demonstrate actual uses of solutioning; intakes, treatment plans, progress notes and other tools along with specific adaptations for family, couple, and play therapy; and a complete solutioning group program including the curriculum for teaching the 4-P process with lessons and handouts. (Contains 82 references and an index.) (Author/MKA)

ED 432 704 CG 029 199

Luchterhand, Charlene; Murphy, Nancy
Helping Adults with Mental Retardation Grieve a Death Loss.
PUB DATE- 98
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Activities; *Adults; Art Therapy; Counseling; *Counseling Techniques; *Grief; Guidelines; *Mental Retardation; Referral

Adults with mental retardation often grieve the loss of their loved ones. However, many times this grief goes unnoticed and individuals are never given the chance to express their grief and recover from the death of those close to them. This guide is designed for helping professionals, including therapists, clergy, nurses, psychologists, hospice professionals, and specialists in developmental disabilities, to aid adults with mental retardation in their grieving process. It covers background information on the universal grief process and addresses grief issues specific to the mentally retarded adult population. It also provides practical guidelines for interacting and providing support. Artwork of adults with mental retardation working through the grief process is included. A menu of strategies features 108 ideas that are organized under headings that correspond with Worden's (1982) four tasks of grieving. (Contains 37 references and an index.) (MKA)

ED 432 705 CG 029 324

York, Kenneth D.; Miller, Doreen M.; Duncan, Cecil
Spirituality and Rehabilitation: A Focus Group Approach.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counselor Training; *Counselors; Delivery Systems; *Focus Groups; *Holistic Approach; Legal Responsibility; Referral; *Rehabilitation Counseling; *Spirituality
IDENTIFIERS- Barriers to Change; Neutrality; Protocols; Self Awareness

The purpose of this study was to assess the rehabilitation counselor issues regarding the integration of spirituality into

Instruction; Teacher Workshops; Training Methods
IDENTIFIERS- *Phonological Awareness; Texas

Containing four sections of materials for workshop presenters to teach phonological awareness, this guide assists early reading program educators in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation, and "Activity Handouts" for group activities. Contains 27 references and 7 resources. A video accompanies the guide. (SC)

ED 432 724 CS 013 626

Reading Fluency: Principles for Instruction and Progress Monitoring. Professional Development Guide.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.
PUB DATE- 98
NOTE- 70p.; Video not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Teaching; Faculty Development; Group Activities; Instructional Innovation; Primary Education; Program Implementation; *Reading Improvement; *Reading Instruction; Teacher Workshops; Training Methods
IDENTIFIERS- *Reading Fluency; Texas

Containing four sections of materials for workshop presenters to teach reading fluency, this guide assists primary grade teachers in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlining six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation and "Activity Handouts" for group activities. Contains 29 references and 2 resources. A video accompanies the guide. (SC)

ED 432 725 CS 013 627

Examining Phonics and Word Recognition Instruction in Early Reading Programs. Professional Development Guide.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 432 747   CS 013 682

Denton, David
The Texas Reading Initiative: Mobilizing Resources for Literacy.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Literacy; Primary Education; Public Schools; *Reading Improvement; *Reading Instruction; *Reading Programs; State Standards; Student Educational Objectives; Student Improvement
IDENTIFIERS- State Initiatives; *Texas

This paper states that the unequivocal goal that Governor George Bush has set for the state of Texas is that "all students should be able to read on grade level or higher by the end of third grade and continue to read on grade level or higher throughout their schooling." The paper explains that the governor identified eight key elements to guide the initiative, including: increasing awareness of students' reading skill levels in K-3 by providing schools with effective diagnostic tools and clear standards for measuring each individual student's progress in learning to read; promoting reading programs as a targeted priority for the $29 million in federal funding available through the state's "Academics 2000" program; showcasing model reading programs in Texas schools that have demonstrated proven success in developing students' reading skills; and motivating school districts to make reading their highest priority. The paper discusses defining good reading practice, features of effective reading programs, and new reading and assessment curriculum standards. It also discusses "Reading Spotlight Schools," a dozen schools that have been identified as demonstrating success in teaching elementary students to read, and lists 12 characteristics of these exemplary schools. The paper also cites the new focus on teacher training, new funding for reading programs, and other areas of activity. (NKA)

ED 432 748   CS 013 683

For the Love of Reading.
PUB DATE- 99
NOTE- 8p.; Information in sidebars may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Elementary Education; Professional Development; *Reading Achievement; *Reading Improvement; State Legislation
IDENTIFIERS- Colorado; Goals 2000; Maryland

This issue of a monthly serial publication of the National Education Goals Panel (NEGP), which is available only online in PDF Format, examines efforts underway in Colorado, Maryland, and Montgomery County, Maryland to increase student achievement in reading (related to Goal 3 of the NEGP). After an overview, it discusses Colorado's efforts to produce fluent readers by third grade, focusing on state legislation establishing standards. It then discusses Maryland's efforts to boost reading achievement, noting that the state won a Reading Excellence Act grant to improve the reading achievement of students living in poverty. It also discusses the reading their stories are meant to serve as a vehicle for keeping the young reader's interest; sometimes stretches of undocumented dialogue are included; sometimes liberties are taken with chronology. An idea that frequently emerges during discussions of fictionalizing is that fiction somehow provides a "higher truth" that can only be achieved when writers are not constrained by facts. A different way of seeing the changes in nonfiction is as a catalyst, as a means of deepening a reader's understanding of information. Even when telling the truth, authors can use storytelling notions. Rhoda Blumberg's "What's the Deal? Jefferson, Napoleon, and the Louisiana Purchase" (1998) taps the reader's understanding of the well formed story by providing five scenarios which could have happened but did not, and similarly, in "Joan of Arc" (1998), Diane Stanley uses the power of story to ask readers to imagine what it was like living during the Hundred Years' War. In evaluating the changes in nonfiction for children it has to be determined whether intermingling fact and fiction is a catalyst or a catastrophe. (Cites 5 children's books and contains 16 references.) (NKA)

ED 432 768 CS 216 810

Report of Student Performance in Writing, 1998-1999. Grades 4, 7, and 10. North Carolina Testing Program.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Holistic Evaluation; Intermediate Grades; Secondary Education; State Programs; Student Writing Models; Tables (Data); *Writing Achievement; Writing Evaluation; Writing Research; Writing Tests
IDENTIFIERS- *North Carolina Statewide Testing Program

The purpose of this report is to provide information about the level of student performance in the area of writing based on results for 1998-99 from the annual on-demand writing sample of the North Carolina Writing Assessment at grades 4, 7, and 10 (English II). It notes student performance increased at grades 4 and 7 when compared to student performance in 1997-98, although there was variation in student performance in writing among schools and school districts. The first part presents results of student performance in writing for grades 4 and 7, and presents state-level summary statistics, copies of the grades 4 and 7 sample student responses, grade 4 narrative and grade 7 expository composition focused holistic score scale, and regional assessment data by LEA (local education agency) performance. The second part presents results of grade 10 student performance, and presents state-level summary statistics, copies of sample student responses, an expository composition focused holistic score scale, a conventions analytical score scale, and regional assessment data by LEA performance. Contains 48 tables and 12 figures of data; appendixes contain student report forms for grades 4 and 7, and a list of charter schools. (RS)

ED 432 769 CS 216 811

Forney, Melissa
Dynamite Writing Ideas: Empowering Students To Become Authors! For 2nd-6th Grade Teachers.
PUB DATE- 96
NOTE- 119p.

Evaluation
IDENTIFIERS- Southern Arkansas University

Do textbooks matter in an ever-changing field of broadcast journalism? Are some teaching materials irrelevant or out of touch with equipment needs, or lack thereof, at small institutions? Noting that these questions need to be considered when evaluating broadcast or mass communication writing and production textbooks by national companies, this paper discusses the process of reviewing new college textbooks in the field of mass communication. The paper presents review questionnaires for two different textbooks, one an introductory text in mass communication and the other a research methods textbook. It contains questions for each text, along with the evaluator's responses, followed by academic course syllabi in which the two textbooks in question could be incorporated at Southern Arkansas University. (NKA)

ED 432 791 CS 510 109

Hurme, Pertti
Learning To Use Computers for Future Communication Professions.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Computer Attitudes; Computer Mediated Communication; Foreign Countries; Higher Education; *Intellectual Disciplines; Sex Differences; *Student Attitudes
IDENTIFIERS- Finland

A study examined how to teach computer skills to future professionals in communications. The context of the study was the communications department in a mid-sized Finnish university. Data was collected on computer use and attitudes to computers and computer-mediated communication by means of surveys and learning journals during the Communications Technology Courses arranged in 1994-1998; follow-up data was gathered by means of email during spring semester 1998. Yearly improvement in the computer skills of university entrants was noted. An analysis of the journals revealed four types of learners: I-know-nothing-about-computers, computers-are-not-for-me, computers-are-tools, and I-know-just-about-everything-about-computers. Most of the university entrants with poor self-reported computer skills and a negative attitude to computers reported better computer skills and a more positive attitude to computers within weeks or months after entering the university. Most of the entrants with good skills and a positive attitude reported better skills and even more positive attitudes. An analysis of the reasons for changes ("turning points") in the students' computer use and attitudes highlights peer group influence (email contacts with friends and direct help from friends), access to computers, courses (the Communications Technology Course and other courses), and learning-by-doing. The students showed differences in perceived usefulness of the Communications Technology Course, in computer anxiety and in the adoption of an overly critical attitude to computers. In contrast, gender differences were small. As future communications professionals, the students were highly motivated to become confident users of computers. Contains 13 references. (Author/RS) indicators and decide which will be included in an indicator system? and Who needs to be involved? The report examines numerous ways in which indicators can be used: (1) describe problems quickly and clearly; (2) help in monitoring and accountability; (3) assist with evaluations; (4) inform system improvement; and (5) advance policy agendas. The article discusses which indicators should be included and describes how to use models to select the appropriate indicator systems. Also discussed are ways to use frameworks to construct indicator systems, tips on deciding how many indicators to employ in a system, suggestions for developing criteria for judging indicators, advice on using indicator systems' predictive and descriptive capabilities, and information on choosing how to use an indicator system. The paper closes with a discussion of the implications associated with the use of an indicator system. (Contains 55 references.) (RJM)

ED 432 812   EA 029 960

Accountability Manual, 1999. The 1999 Accountability Rating System for Texas Public Schools and School Districts and Preview for the 2000-2003 Accountability Systems.
PUB DATE- 99
NOTE- 326p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Measurement Techniques; *Systems Approach
IDENTIFIERS- Accountability Models; Texas

This manual is designed as a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public-school districts and campuses. The system integrates district and campus ratings; district and campus recognition for high performance and performance improvement; and campus, district, and state-level reports. The system is based upon student performance, recognition of diversity, system stability, statutory compliance, appropriate consequences, local program flexibility, local responsibility, and the public's right to know. The manual addresses the 1999 rating process, special circumstances, accountability-system components, and other information relevant to the system. It also provides a preview of the 2000-2003 accountability systems so that schools and districts can be notified of future indicators and standards. The manual, which is divided into 14 sections, focuses on 1998 campus comparable improvement, special issues and exceptions, instructions on using the 1999 accountability data tables, the accountability system reports, system safeguards, local responsibilities, accountability system facts, and additional information, such as an overview of the underlying processes of the accountability system and student, group-identification sources. Appendices include statutory requirements, commissioner's rules, and Regional Educational Service Centers to call with questions. Four tables represent accountability-rating standards for 1999, evaluations of 1999 indicator standards, and other information. (RJM)

ED 432 813   EA 029 961

ED 432 832 EA 029 985

Blount, Jackie M.
W.W.II and the Great Gender Realignment of School Administration.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Educational Administration; Elementary Secondary Education; Instructional Leadership; Sex Bias; *Sex Stereotypes; Superintendents; *Women Administrators
IDENTIFIERS- Gender Issues

The so-called "Golden Age" of women school administrators, that period from 1919 to 1950 when women held around 25 percent of county superintendencies and 10 percent of all superintendencies is contrasted to post-World War II conditions--a period during which a gender realignment in school administration occurred. Following the U.S. Civil War, county superintendencies west of the Mississippi River flourished; accompanying this expansion was a rise in the number of female county superintendents, a condition paralleled by women's attainment of other school administrative positions. However, after WWII, school administration experienced a significant period of restructuring that reaffirmed the masculine identification of the work, caused in part by schools' aggressive campaign to find employment for millions of returning veterans. These veterans, aided by the GI Bill, gained an advantage when graduate education for school administrators became an important component of school administrators' qualifications. School boards also began to look for decidedly masculine traits among male applicants to counteract the widespread fear that homosexuals occupied educational positions. The number of women county superintendents dropped from 718 in 1950 to 366 in 1970, while, at the same time, a type of hypermasculinity became associated with the superintendency. (RJM)

ED 432 833 EA 029 986

Day, Christopher; Harris, Alma; Hadfield, Mark
Challenging the Orthodoxy of Effective School Leadership.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Behavior; *Administrator Effectiveness; Administrator Role; Case Studies; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Leadership Qualities; Models; *Principals
IDENTIFIERS- England; Wales

This report examines the nature and practice of effective leadership in schools in England and Wales in the 1990s. It is based on a study that explored how existing theories of effective leadership--purposeful leadership, transformational

Interviews; Learning Disabilities; Mental Retardation; *Needs Assessment; *Special Education; *Student Evaluation
IDENTIFIERS- California (Los Angeles); *Shelters

This study examined the special education needs of school-aged children living in emergency homeless family shelters in Los Angeles (California). Specifically, the study: (1) identified the proportion of sheltered homeless children with a probable behavior problem, learning disability, or mental retardation; (2) examined the level of unmet need for special education evaluation; and (3) explored how children's need for special education evaluation may relate to use of services in other sectors, such as specialty mental health and general health services. Interviews were conducted with 118 parents and 169 children were tested. Forty-five percent of the children had been homeless for more than 2 months and 40 percent had changed schools 2-5 times in the past 12 months. Overall, 45 percent of the children merited a special education evaluation, yet only 23 percent had ever been evaluated or received special education services. Specifically, about 25 percent of the children needed an evaluation for a behavior problem, 20 percent for a learning disability, and 8 percent for mental retardation. Results suggest that homeless children have a high level of unmet need for special education evaluation and services, but that procedures for determining eligibility and placement should be adapted to accommodate the extreme transience of this population. (Contains 25 references.) (DB)

ED 432 852 EC 307 338

Oliveira, Brian; Rivera, Vestena Robbins; Kutash, Krista; Duchnowski, Albert J.; Calvanese, Pamela Kelly
The School and Community Study: Summary of Preliminary Baseline Data.
PUB DATE- 98
NOTE- 7p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Delivery Systems; Demography; Educational Innovation; Elementary Education; *Emotional Disturbances; *Integrated Services; Longitudinal Studies; Mental Health Programs; *School Community Programs; *Student Characteristics
IDENTIFIERS- Kentucky; Vermont

This paper presents baseline data on students (mean age 10 years) with severe emotional disturbances at four public schools, two in Kentucky and two in Vermont, who will be followed in an evaluation of the application of a coordinated, community-based system of care operating in both states. Data are summarized concerning the service systems operating in both states, school involvement in the system of care approach, student characteristics (such as retention rates), and parent reports. (Contains 14 references.) (DB)

ED 432 853 EC 307 339

Osterloh, Allison E.; Koorland, Mark A.
Working Together: Mental Health and Special Education Collaboration in Florida.
PUB DATE- 98

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Charter Schools; Comparative Education; Cross Cultural Studies; *Cultural Differences; *Disabilities; Education Work Relationship; Elementary Secondary Education; Foreign Countries; *Rural Schools; Services; *Special Education
IDENTIFIERS- *Mexico; *United States

This proceedings documents a meeting designed to allow state directors of special education to exchange information about the special education systems in Mexico and the United States, to discuss common issues and concerns related to the provision of educational services for children and youth with disabilities, and to establish collegial relationships with state directors in another country. The meeting was attended by state directors of special education from the Mexican border states of Baja California, Baja California Sur, Chihuahua, Coahuila, Nuevo Leon, and Sonora, and the U.S. border states of Arizona, California, Florida, New Mexico, and Texas. Presentations included an overview of special education in Mexico and the United States, special education professional associations in the United States, technical assistance to the states in the United States, and instructional consideration for Spanish-speaking students in Mexico and the United States. In addition, there were state presentations on characteristics and issues pertinent to education in the 11 participating states. Participants also discussed the following topics: charter schools, services in rural areas, working with indigenous populations and cultural/language differences, and transition from school to work. Appendices include a participant list and a meeting agenda. (CR)

ED 432 871 EC 307 359

Educating Children with AD/HD: State Policies. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention Deficit Disorders; Delivery Systems; Disability Identification; Educational Legislation; Educational Policy; Elementary Secondary Education; *Eligibility; *Federal Legislation; Hyperactivity; Services; *State Regulation; State Surveys

This report summarizes survey data on state policies and procedures related to the provision of services to students with Attention Deficit Disorder and Attention Deficit/Hyperactivity Disorder (AD/HD). Information was received from 41 states and 3 non-state jurisdictions in the fall of 1998. Findings indicate: (1) at least 21 states have written policies or guidelines for the education of students with AD/HD; (2) 30 of the states did not include AD/HD within the definition of a specific category of disability; (3) 31 of the 44 states have no written policy on individual identification or assessment of AD/HD; (4) none of the responding states disaggregate data on the number of students with AD/HD from other disability categories; (5) although none of the responding states reported a specific policy regarding medication of students with AD/HD, 9 states referred to a general medication policy or health care procedure on this issue; and (6) the greatest challenges for local education needs, utilities required, any special requirements to become part of the classroom facilities, storage, and enrollment levels for that grade. Staff rooms, restrooms, security and custodial areas, outdoor education, and conference rooms are also detailed. Concluding information lists items that have been noted through past building experiences that should be reviewed and considered in the planning phase of the new school. (GR)

ED 432 890   EF 005 557

Lee, Kelvin K.
Heritage Oak School: From Obscurity to International Recognition--A Historical Case Study in Participatory School Facility Planning.
PUB DATE- 99
NOTE- 327p.; Ed.D. Dissertation, Brigham Young University, Utah. Original document contains reproductions of photographs and printed materials that may not reproduce well. Some discrepancies between table of contents and text. For related documents, see EF 005 554-556.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; *Educational Facilities Design; *Educational Facilities Planning; Elementary Education; *Elementary Schools; Enrollment; Public Schools
IDENTIFIERS- California

The Heritage Oak Elementary School in Dry Creek Joint Elementary School received the 1994 James D. Mac Connell Award from the Council of Educational Facilities Planners International. This case study describes the planning and design process. It discusses the rapid residential growth that initiated the school planning process to reconfigure the K-8 self-contained classrooms into elementary schools that contained kindergarten through fifth-grade and middle schools for the remaining sixth-through eighth-grade students. Also described is the reconfiguration of the traditional 9-month calender to a multi-track year-round calendar, and the joint planning of school sites with the park systems in the school district. Major elements of the planning process discussed are the Board of Trustees' commitment to build community-based schools, community participation in the instructional program design, a comprehensive district facilities master plan, educational specifications designed to the district curriculum, and a participatory design process. The case study demonstrates that the process used to plan and design the school was effective in providing a school facility that met the school district's program needs, school staff, and school community. Appendices contain a collection of supporting documents that relate to the Heritage Oak Elementary School planning and design, and to the award received. (GR)

ED 432 891   EF 005 568

Fielding, Randall
Planning the Learning Community. An Interview with Concordia's Steven Bingler.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

resources cited are drawn from conventional print materials such as books and articles, the Internet, interviews, and conference presentations. (MSE)

ED 432 912 FL 025 926

Hones, Donald F.
Story Weaving: Teacher Research with Bilingual/Bicultural Family Narratives.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Bilingualism; Classroom Techniques; Elementary Secondary Education; *English (Second Language); Family Environment; *Family Role; *Family School Relationship; Higher Education; *Immigrants; Language Teachers; *Personal Narratives; Preservice Teachers; Program Descriptions; Second Language Instruction; Sociocultural Patterns; Story Telling; Teacher Education; Teacher Role
IDENTIFIERS- University of Wisconsin Oshkosh

An approach used to help bridge the distance between home and school for bilingual/bicultural immigrant families is described. First, the various roles of the classroom teacher as cultural storyteller, cultural healer, and cultural worker in the relationship between the schools and homes of bilingual students is explored, drawing on recent research and theory. A University of Wisconsin, Oshkosh program for English-as-a-Second-Language and bilingual education teachers, which attempts to train teachers to build bridges between cultures, is also described. It focuses on one course designed to engage teacher trainees in bilingual and language minority family research projects using narrative and ethnographic methods. Student projects culminate in written narratives of family lives, which bring with them increased appreciation of cultural autobiographies as a teaching technique and a deeper understanding of the teacher's varied roles. Issues arising during the project included development of trusting relationships among participants in ethnographic and narrative research, techniques for gathering and arranging stories, ways of representing and interpreting the stories, and determining who the beneficiaries of the research are. (Contains 60 references.) (MSE)

ED 432 913 FL 025 928

Paugh, Amy L.
Language Socialization in a Multilingual Creole Setting: Changing Practices and Ideologies in Dominica, W.I.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Speech; *Child Language; *Creoles; English; Ethnography; Foreign Countries; French; *Language

business and educational institutions on an international level. The paper is organized into sections on analysis, visions, and action plans. Under "analysis" the discussion focuses on commerce (electronic commerce, Asia Pacific, Europe, and the Americas, and stages of the e-business evolution), diplomacy (identification of big emerging markets), and return on investment (in terms of investment in human resources development and information technology). The section on "visions," emphasizes trends toward cybercommunities, cyberregions, and cyberstates, and lists examples of "best of the Web" sites, as well as sites for some of the world's fastest growing high-tech exporters. The section on "action plans" discusses business-to-business applications of technology, community-to-community technology applications, and education-to-education applications, with examples from the states of Pennsylvania and Wisconsin. A final section discusses the importance of international collaboration, especially between Taiwan and the United States, in planning and implementing technological advances. Visual aids for overhead projection in both English and Chinese are attached. (Contains 25 references.) (DB)

ED 432 933 HE 032 232

Burke, Joseph C.; Modarresi, Shahpar
Performance Funding and Budgeting: Popularity and Volatility--The Third Annual Survey.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Budgeting; College Outcomes Assessment; Educational Finance; Government School Relationship; Higher Education; National Surveys; *Performance Factors; *Public Colleges; *Resource Allocation; *State Aid; Tables (Data)
IDENTIFIERS- *Performance Budgeting; *Performance Funding

This report presents findings of the third annual survey of state programs that link funding to campus performance, either in the form of performance budgeting or performance funding. The survey found that 30 states now have at least one of these two types of programs, up from 26 states the previous year, although some earlier programs have been abandoned. Nine states have both performance budgeting and performance funding, an increase of one. Sixteen states have performance funding, an increase of three; the net result of six new initiatives and three dropped programs. Additionally, 23 states (up from 21) have performance budgeting, the total representing six new initiatives and four dropped programs. The mixed findings suggest that performance budgeting or funding will not replace traditional budgeting for public colleges and universities, although there is a growing belief in state capitols that performance should be related to allocation of resources to public education. Following the introduction and a description of the survey program, individual sections analyze findings on performance budgeting and performance funding, performance budgeting, performance funding, and performance reporting. These sections are followed by a discussion of future trends and a brief conclusion. The survey is appended. (DB)

ED 432 934 HE 032 233

changes, discusses the change process and assessment, professorial roles in the change process, change (diffusion) models, characteristics of diffusion models, and success-and-failure-prone change strategies. Four major challenges are identified: (1) the need for greater attention to the processes of bringing about successful changes; (2) the identification of diffusion strategies from the plethora of assessment projects; (3) the importance of raising strategy questions at the outset of campus efforts to innovate sooner rather than later; and (4) identification of more effective ways for campus and state higher education agencies to develop common change strategies for mandated and recommended state-level changes. (Individual chapters contain references.) (DB)

ED 432 953 HE 032 262

Bauer, Marianne; Askling, Berit; Marton, Susan Gerard; Marton, Ference
Transforming Universities: Changing Patterns of Governance, Structure and Learning in Swedish Higher Education. Higher Education Policy Series 48.
PUB DATE- 99
NOTE- 320p.; Published by Jessica Kingsley Publishers, London, England.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Comparative Education; *Educational Change; Educational Legislation; Educational Policy; Educational Trends; Foreign Countries; *Governance; Government School Relationship; Higher Education; Trend Analysis
IDENTIFIERS- *Sweden

This book is part of the research program, International Study of Higher Education Reform, which compares the processes and impact of higher education reforms in England, Norway, and Sweden and describes changes and continuity in the higher education system in Sweden during the 1990s. Part 1 sets the stage with chapters titled: "Transforming Universities: Issues and Conceptual Framework"; "Theoretical Perspectives, Design and Methods"; and "Higher Education Policy and System Changes in Retrospect." The two chapters in part 2 consider the state and higher education: "The 1993 Reform: A Shift in Purpose and Authority with 'Freedom for Quality'" and "The Policy Network Changes: Elites, Interest Groups and Political Interaction." Parts 3 and 4 discuss institutional governance and academe in a context of policy and system changes. Chapters are titled: "A Period of Rapid Expansion and Renewal"; "Academic Leadership in Transition"; "Institutional Autonomy in Practice: New Models of Institutional Governance"; "Academic Values and Identity"; and "Impact of System and Policy Changes on Academic Work, Values and Professional Roles." Part 5 concludes the book with a chapter titled "Transforming Universities: Interpretations and Conclusions." Following a brief epilogue, eight appendices provide such data as: number of staff at university faculties, unemployment and gross domestic product figures, and number of undergraduate students. (Contains approximately 315 references.) (DB)

ED 432 954 HE 032 263

Essential Clinical Resources for Nursing's Academic Mission.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English

Many of the issues embroiling public education reading instruction in the early grades, the role of parents in determining curriculum, single-sex schools, and the power of teachers in relation to administrators, legislators, and parents are addressed in the thought, research, and teaching of feminist scholars. (Contains 70 references.) (MDM)

ED 432 973 HE 032 681

Schafer, Sylvia; Wiesner, Merry E.
European History: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; *College Instruction; Culture; *European History; Females; Feminism; *Feminist Criticism; Foreign Countries; Higher Education; Models; *Research; Research Methodology; *Sex Bias; Sex Fairness; Sexual Identity; Sexuality; Theories
IDENTIFIERS- Gender Issues; *Womens History

This essay examines the ways in which European history, as a discipline, has been influenced by feminist scholarship in the field and by research on gender and sexuality. It explains that historians continue to challenge assumptions that have long obscured women's places in the economic, social, and political histories of Europe, especially in regard to ideological and economic factors that shaped the gender division of labor. The essay goes on to report that feminist historians have been active participants in efforts to rethink European history through the lens of cultural analysis, using the tools of anthropology, literary theory, and cultural studies. It examines recent scholarship on the body, sexuality, and identity in European history, noting that the new literature on sexuality has also included many studies of homosexuality. The essay notes that feminist scholarship has led to critiques of such historical conceptual paradigms as the "golden age" of classical Athens, the Italian Renaissance, and the French Enlightenment, and that women's history has also called other standard historical categories and paradigms--class, modernity, capitalism--into question. A 175-item bibliography contains information on general surveys and collections; historiography and theory; economy, society and politics; culture and power; bodies, identities and subjectivities; Internet resources; and other resources. (MDM)

ED 432 974 HE 032 682

Monk, Janice
Geography: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 28p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

Park-Kim, Kwi
Web-Based Instruction: Business Courses.
PUB DATE- 99
NOTE- 8p.; In: Spotlight on the Future, NECC '99. National
  Educational Computing Conference Proceedings (20th, Atlantic
  City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Assignments; Computer Mediated Communication;
  *Computer Uses in Education; Course Content; Higher Education;
  Instructional Design; Internet; Material Development; *Student
  Projects; *World Wide Web
IDENTIFIERS- City University of New York Bronx Community Coll;
  *Technology Integration; Technology Utilization; Web Pages; Web
  Sites

This paper describes the design, implementation, and application of interactive World Wide Web-based learning, based on several business courses taught at Bronx Community College/The City University of New York. The first section summarizes ways the Web was used, including managing the dissemination of course materials, instructor/student communication, assignments and tests, making material covered in the classroom available, accessing information sources on the Web, and students' Web publishing. The next section describes Internet projects that focus on Web searching, job search with the Web, electronic mail, listservs, and graphics. The third section presents the steps in creating and publishing a Web page, including research proposal (needs assessment), interface design, project production (implementation), refinement and maintenance, FTP (file transfer protocol), presentation, and evaluation. (AEF)

ED 432 993 IR 019 717

Parker, Mary Jo
Are Academic Behaviors Fostered in Web-Based Environments?
PUB DATE- 99
NOTE- 8p.; In: Spotlight on the Future, NECC '99. National
  Educational Computing Conference Proceedings (20th, Atlantic
  City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Comparative Analysis; *Computer Assisted
  Instruction; Computer Mediated Communication; Computer
  Networks; *Cooperative Learning; Distance Education; Ecology;
  High Schools; Instructional Effectiveness; Intermode
  Differences; *Metacognition; *Problem Solving; Science
  Instruction; Secondary School Science; *Sex Differences;
  Teaching Models; Visual Learning; *World Wide Web
IDENTIFIERS- *Intranets; *Learning Environments; Reflective
  Thinking

This study investigated the following research questions: (1) Does the use of a shared, intranet environment improve learner problem-solving ability in science? (2) Does the use of a shared, intranet environment increase learner metacognitive reflection? and (3) Do gender differences emerge with the use of a shared, intranet science environment for problem-solving ability and metacognition? A quasi-experimental design randomly assigned 9th and 10th grade biology classes to traditional or shared intranet learning environments. Pilot-test World Wide

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Evaluation Criteria; *Evaluation Methods; Guidelines; Information Retrieval; *Information Sources; *Internet; Quality Control; Search Strategies; User Needs (Information)
IDENTIFIERS- Search Engines; *Web Sites

This guide assists Internet users in searching for quality information sources available via the Internet and assessing the quality of materials. Chapter 1 provides an introduction and background to the concept of quality in relation to the information available via the Internet. Chapter 2 presents a guide to the different types of online search facilities that are available, a description of some examples and how they work, their respective advantages and disadvantages, and what to use when attempting to find high-quality materials. Chapter 3 focuses on assessing quality; it is divided into ten areas of evaluation (e.g., accuracy, currency, ease of use) that require consideration in the evaluation of any information source on the Internet. Chapter 4 is concerned with evaluating different types of information sources (e.g., organizational World Wide Web sites, personal home pages, subject-based Web sites, electronic journals); evaluation criteria specific to each information source type and detailed notes on application and use are included. The final part of the book is an annotated bibliography of other guidelines available for selecting and evaluating Internet-based information sources. A glossary of relevant terms and an index are also included. (AEF)

ED 433 012 IR 019 815

Eisenberg, Michael B.; Berkowitz, Robert E.
The New Improved Big6 Workshop Handbook. Professional Growth Series.
PUB DATE- 99
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; *Information Literacy; *Information Skills; Information Technology; Instructional Materials; Models; Postsecondary Education; *Problem Solving; Professional Continuing Education; Skill Development; *Technological Literacy; Training; Users (Information); Workshops
IDENTIFIERS- *Big Six; Technology Integration; Technology Utilization

This handbook is intended to help classroom teachers, teacher-librarians, technology teachers, administrators, parents, community members, and students to learn about the Big6 Skills approach to information and technology skills, to use the Big6 process in their own activities, and to implement a Big6 information and technology skills program. The handbook is designed as a collection of workshop materials for continuing professional education programs. It contains tried and tested exercises, activities, and information that help participants learn the process, approach, and power of the Big6. Parts I and II help the reader identify the need for information and technology skills and develop a working understanding of the

ED 433 031 IR 057 416

Cohen, Arlene, Ed.
Libraries, Archives and Museums: What's in Them for Us? PIALA '98. Selected Papers from the Pacific Islands Association of Libraries and Archives Conference (8th, Tofol, Kosrae, Federated States of Micronesia, November 17-20, 1998).
PUB DATE- 99
NOTE- 86p.; For the 1997 proceedings, see ED 422 011.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Archives; Conferences; Cooperative Programs; Curriculum Development; Elementary Secondary Education; Foreign Countries; *Libraries; Library Associations; Library Collection Development; *Library Development; *Library Services; Museums; Postsecondary Education; Preservation; Program Development
IDENTIFIERS- Federated States of Micronesia; Hawaii; Library Materials Conservation; *Pacific Islands; Peace Corps

This proceedings contains papers from the 1998 annual conference of the Pacific Islands Association of Libraries and Archives (PIALA). After welcoming remarks from Henry Robert and Isabel Rungrad, the following papers are included: "Sharing Our Successes, Discussing Our Future: A Survey of Pacific Collections Activities--Report from the University of Hawaii's Conference" (Karen M. Peacock); "Curriculum Development and the Preservation of Kosraean Language and Culture" (Alister Tolenoa); "Peace Corps Micronesia: 'The Library Development & Reading Education Project'" (Jeff Henry, Lee Allison, Rose Rojas, and Kani Le); "The Hawaii Library Association and PIALA: A Pacific Partnership" (Ruth Horie); "How Can Tourism Support and Archive Conservation in Kosrae?" (Justus Alokoa); "Status of Conservation in Kosrae" (Simson Abraham); "'Strengthening Academic Programs': The College of Micronesia-FSM Title III Project" (Jean Thoulag); "Daniel Peacock and the Foundation for Micronesia's Libraries" (Nicholas J. Goetzfriedt). Statements from the presentation of the 'PIALA Lifetime Achievement Award' to Daniel J. Peacock are presented, as well as farewell remarks by Aaron F. Sigrah. Reproductions of three PIALA resolutions and a "Florence Nalezny Warpha Book Award' bibliography on peoples and cultures of the world are also included. (AEF)

ED 433 032 IR 057 417

Schools and Libraries Program: Actions Taken To Improve Operational Procedures Prior to Committing Funds. Report to the Chairman, Committee on Commerce, Science, and Transportation, U.S. Senate.
PUB DATE- 99
NOTE- 22p.; "Major contributors to this report: John P. Finedore, Teresa R. Russell, James R. Sweetman, Jr., Michael R. Volpe, Mindi Weisenbloom.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Elementary Secondary Education; Federal Aid; *Federal Programs; Information Services; Libraries; *Program Development; Program Implementation; Program Improvement; Public Agencies; Schools; *Telecommunications; Vendors
IDENTIFIERS- Access to Technology; Connectivity; Federal Communications Commission; *Schools and Libraries Corporation; *Universal Service (Telecommunications)

To administer a program to assist schools and libraries in

*Developmental Studies Programs; Educational Improvement; Educational Technology; Instructional Effectiveness; *Learning Strategies; *Remedial Instruction; *Student Attitudes; Two Year Colleges

This document is a final report on a two-year study involving nine community colleges, four disciplines and two special programs, 49 faculty, and 2,381 students in an exploration of the relationship between developmental courses and computer-based instruction. The report begins with an introduction, a description of students needing developmental courses, the purpose of the study, a description of the actual participants, an identification of instructional models and student characteristics, the findings for successful instructional models (i.e. for reading, mathematics, writing, ESL, and other developmental programs) and for student characteristics, conclusion and recommendations, and references. The Invest Learning system, an integrated learning system, was the key instructional strategy implemented by all the programs in the study. The evidence clearly shows that the Invest system, when used properly, can be an effective instructional tool for developmental programs. Fourteen exemplary models emerged that illustrate a variety of successful applications. Students generally enjoyed working with computers, and student characteristics commonly considered to be obstacles to success in computer-based instruction, such as the comfort level with computers and typing, appear to have little impact on student success. (JJL)

ED 433 051 JC 990 541

Scott, David, Ed.
Preparing a Twenty-First Century Work Force: Innovations in Programs and Practices.
PUB DATE- 97
NOTE- 39p.; A publication of the Alliance for Community College Innovation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Innovation; *Labor Force Development; *Partnerships in Education; Program Descriptions; Program Evaluation; Program Improvement; School Business Relationship; School Effectiveness; Two Year Colleges

This document describes 54 successful and effective community college programs that focus on innovative strategies for meeting current and future workforce developments and requirements. This handbook was prepared in response to an initiative to work in partnership with national and international companies and agencies committed to workforce development. Community colleges were invited to submit descriptions of their most innovative and effective programs, which were evaluated by a national review panel of community college educators. The 54 programs selected for their merit are included in this report. The monograph is organized in five sections: (1) section one covers the partnership between schools and colleges; (2) section two looks at the partnerships between colleges; (3) section three discusses the partnerships among community colleges, business, and agencies; (4) section four delineates the workforce preparations in specific curricular areas; and (5) section five provides a concise listing of several workplace skills programs. Within the description of each program or practice, the handbook provides the purpose, a description of the innovation, special background. The information represents work completed by five commission task forces: (1) Task Force One presents two major recommendations centered around a draft model depicting necessary provider skills across the continuum of care; (2) Task Force Two presents 12 recommendations dealing with the current status of the Maricopa County Community College District (MCCCD) health care education programs; (3) Task Force Three presents five recommendations relating to implications tied to developing a coherent, effective, efficient, and flexible system of health care education in the MCCCD; (4) Task Force Four proposes three recommendations linked to the improvement of communication with faculty, staff, and the external community of interest; and (5) Task Force Five presents five recommendations, all tied to the development of a Maricopa Health Care Integrated Educational System, an integrated systems approach. This report identifies a list of recurring themes through a cross-referencing of task force goals, issues, and recommendations. It concludes that the HCER Commission is prepared to move forward with the next steps, once approval is obtained for the recommendations presented in this report. (VWC)

ED 433 070 JC 990 564

Progress Report of the New Model and Support Services for Transfer Students in Arizona.
PUB DATE- 98
NOTE- 31p.; Report of the Joint Conference Committee of the Arizona Board of Regents and the State Board of Directors for Community Colleges of Arizona.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; *Community Colleges; Curriculum Development; Educational Improvement; *Educational Planning; Higher Education; Planning Commissions; Program Content; State Schools; *Transfer Policy; *Transfer Programs

Arizona's Transfer Articulation Task Force made recommendations to develop a New Transfer Model and Support Services to provide community college students a seamless transfer to public universities through the use of articulated pathways for baccalaureate degrees. This progress report contains an executive summary, background, progress on implementation of new transfer model, progress on implementation of support for transfer of models, and a summary. It also provides a table on the implementation of the New Transfer Model and Support Services, which displays the current status of each of the elements of the transfer model and the new support systems. The Progress on Implementation of New Transfer Model section looks at the topics of new transfer degrees, transfer blocks for general education, major requirements, associate degrees, and new pathways for transfer; the Progress on Implementation of Support Systems for Transfer Models discusses new management systems, new advising systems, new computer-based information systems, and an evaluation of the new transfer model. Attached to the report are a definitive timeline, transfer pathways for the most popular baccalaureate programs selected by transfer students in Arizona, and evaluation measures of the new transfer model. (VWC)

ED 433 071 JC 990 565

Development; Early Childhood Education; Foreign Countries; Home Visits; Inclusive Schools; Infant Behavior; Parent Participation; Parent School Relationship; Play; Problem Solving; Proposal Writing; Story Telling; *Student Centered Curriculum; Teacher Student Relationship; Volunteers
IDENTIFIERS- Brain Development; Caregiver Training; Conflict Management; High Scope Child Observation Record; *High Scope Model; Project Head Start

These conference proceedings provide summaries of 71 presentations on various aspects of the High/Scope educational approach. In addition to summaries of special presentations on music and movement, topics addressed include: (1) student engagement; (2) outdoor learning; (3) change strategies; (4) various discussions of the Child Observation Record; (5) including children with disabilities; (6) creating a supportive educational environment; (7) planning; (8) science learning; (9) classroom environment; (10) assistive technology; (11) proposal writing; (12) parent participation; (13) conflict management; (14) child care training; (15) brain research; (16) storytelling with Persona Dolls; (17) home visits; (18) problem solving; (19) various discussions of different types of play; (20) sensorimotor learning; (21) using environmental print; (22) language and number development; (23) teacher-child interaction; (24) adult learners and workshops; (25) art activities; (26) elders as volunteers; and (27) observation of children. The proceedings also include the High/Scope "Key Experiences" and "Wheels of Learning" for infant/toddler, preschool, and elementary levels. (KB)

ED 433 089   PS 027 644

International High/Scope Conference Proceedings (Ypsilanti, Michigan, May 4-7, 1999).
PUB DATE- 99
NOTE- 243p.; For 1998 proceedings, see PS 027 643.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Active Learning; Adolescents; Art Education; Books; Brain; Caregiver Speech; Childrens Literature; Classroom Environment; Conflict Resolution; *Curriculum Development; Dramatics; Elementary Secondary Education; Emergent Literacy; Family Day Care; Foreign Countries; Interests; Interprofessional Relationship; Music Activities; Outdoor Education; Parent School Relationship; Play; Preschool Education; Problem Solving; *Professional Development; Program Evaluation; Proposal Writing; Secondary Education; Social Studies; Standards; Story Telling; *Student Centered Curriculum; Student Evaluation; Teac Brain Development; Daily Routines; High Scope Child Observation Record; *High Scope Model; Phonemic Awareness; Project Head Start
IDENTIFIERS- Brain Development; Daily Routines; High Scope Child Observation Record; *High Scope Model; Phonemic Awareness; Project Head Start

These conference proceedings provide summaries of 61 presentations on various aspects of the High/Scope educational approach. In addition to summaries of special presentations on music and movement and on preschool "basics," topics addressed include: (1) High/Scope in the secondary setting; (2) classroom environment; (3) outdoor learning; (4) dramatics and arts activities; (5) problem solving and play; (6) storytelling using music or using Persona Dolls; (7) adult-child relationship; (8) phonemic awareness; (9) plan-do-review; (10) transdisciplinary teaming; (11) language with infants and

ED 433 106   PS 027 797

Guide for Choosing Parenting Curricula I: For Use by Community Coalitions, Community Leaders, Organizations, Parents, and Parenting Educators.
PUB DATE- 92
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Curriculum; *Curriculum Evaluation; Parent Child Relationship; *Parent Education; Parent Materials; *Parents
IDENTIFIERS- Program Characteristics

Noting that the wealth of parenting curricula available poses a challenge to identifying the more appropriate curricula for a particular group, this guide is designed to enable more effective and efficient selection of curricula for parent education. The guide describes and evaluates 41 parenting programs and is divided into two major sections. The Quick Reference section provides a tabular delineation of parenting curricula and provides information regarding content, program format, media format, ratings of usefulness for general parent and professional use, and program length. The Narratives for Parenting Curricula section provides specific information on the curricula, including an abstract of its content, the cost, and ordering information. The basic requirements for programs selected were that they be congruent with existing human development principles and practices and that they not sanction psychological or physical abuse. Additional principles considered fundamental for included programs were that the programs appreciated diversity in family structure and function, ethnicity, and social class. Also included in the guide is a discussion of how to select a parenting program. (KB)

ED 433 107   PS 027 798

Wingo, Robin R.; Mertensmeyer, Carol
The Guide for Choosing African American Parenting Curricula.
SPONS. AGENCY- Missouri Children's Trust Fund.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Black Family; Black Mothers; Blacks; *Child Rearing; *Culturally Relevant Education; *Curriculum; *Curriculum Evaluation; Parent Child Relationship; *Parent Education; Parent Materials; Parents
IDENTIFIERS- *African Americans

This guide is designed to help professionals working with African American parents to be better prepared to select culturally

sources. (KB)

ED 433 123 PS 027 827

Weikart, David P., Ed.
What Should Young Children Learn? Teacher and Parent Views in 15 Countries. The IEA Preprimary Project, Phase 2.
PUB DATE- 99
NOTE- 374p.; For Phase 1, see ED 391 574.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cross Cultural Studies; Educational Attitudes; Family School Relationship; Foreign Countries; *Parent Attitudes; Parent Responsibility; Parent Role; Parent School Relationship; Parent Teacher Cooperation; *Preschool Education; *Preschool Teachers; Questionnaires; Tables (Data); *Teacher Attitudes; *Teacher Expectations of Students; Teacher Responsibility; Teacher Role; Young Children
IDENTIFIERS- Cross National Studies; *IEA Preprimary Project; *Parent Expectations

This monograph reports on Phase 2 of the International Association for the Evaluation of Educational Achievement Preprimary Project, focusing on the quality of life experienced by four-year-olds in major early childhood settings. This monograph highlights results from a questionnaire completed by over 1,600 teachers and over 4,800 parents in 15 countries about what they expect preschool-aged children to learn, how each views the other's priorities and responsibilities, how well they communicate, and how they form their beliefs about what is important for children. Participating countries were Belgium, China, Finland, Greece, Hong Kong, Indonesia, Ireland, Italy, Nigeria, Poland, Romania, Slovenia, Spain, Thailand, and the United States. Among the important findings of the study is that there is general across-country agreement among teachers regarding their priorities for young children's learning. Social skills with peers, language skills, and self-sufficiency skills were considered most important. Preacademic, self-assessment, and social skills with adults were considered least important. Parents showed less cross-country agreement than did teachers, but most considered language, self-sufficiency, and social skills with peers most important and self-assessment and self-expression skills the least important. In eight countries there was a significant correlation between parents' and teachers' rank-orderings of skill categories. In most countries, teachers understood what parents expect children to learn, but parents were less accurate than teachers in their understanding of teachers' expectations. There was considerable agreement among parents and teachers regarding each other's responsibilities. (Seven appendices include the Expectations Questionnaire and supplementary data tables. Contains 69 references.) (KB)

ED 433 124 PS 027 839

Smith, Kenneth E.; Croom, Laura
Children's Multidimensional Self-Concepts and Teacher Beliefs about Developmentally Appropriate Practices.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

(purpose and features of the Automobile Technician Training Certification Program, certification process, automobile standards statements, automobile minimum requirements, evaluation team leaders, on-site evaluation teams, task list, tools and equipment, automobile program evaluation, National Automotive Technicians Education Foundation NATEF policies on articulation agreements, recognition for certification, applied academics recognition, appeals and action for revocation, educational terms); (2) procedures (process overview, on-site evaluation cost sheet); (3) the 10 program standards (purpose, administration, learning resources, finances, student services, instruction, equipment, facilities, instructional staff, cooperative agreements); (4) task list (task list and assumptions, technical terms, NATEF task list, task list priority item totals by area, applied academics and workplace skills); and (5) tools and equipment (hand tools, general laboratory/shop equipment, specialty tools and equipment). (MN)

ED 432 671 CE 079 018

Elliott, Mark; Palubinsky, Beth; Tierney, Joseph
Overcoming Roadblocks on the Way to Work. Bridges to Work Field Report. Field Report Series.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Demonstration Programs; Employer Attitudes; Employer Employee Relationship; *Employment Opportunities; Employment Potential; *Inner City; *Job Placement; Job Training; Labor Turnover; Program Development; Program Implementation; Recruitment; *Suburbs; Success; *Transportation; Unemployment; *Urban Population
IDENTIFIERS- Colorado (Denver); Illinois (Chicago); Maryland (Baltimore); Missouri (Saint Louis); Wisconsin (Milwaukee)

Five programs in the Bridges to Work demonstration have functioned as a labor market exchange--with the main services being job matching and transportation coordination--for job-ready inner-city workers and suburban employment. The logistics of transportation have been simple; the basics of employment have been an ongoing challenge. Sites have struggled with recruitment because of strong economic growth, insufficient credibility, and local employment organizations reluctant to work with Bridges. Revised recruitment includes expansion of original neighborhoods and more creative and flexible approaches to outreach. Since most participants were not job-ready, sites have added job readiness training and support for recent placements to boost retention. Four principles to guide planning and implementation of transportation services are the following: flexible, extensive routes and schedules; punctual, reliable service; quick response to unplanned events and emergencies; and no transportation for other purposes. The Bridges program should include the transportation provider early in the program planning process, select one with the capacity and vehicles that best fit the program, select firms whose main business is transportation, and avoid changing providers. Bridges' experience shows transportation alone will not connect applicants and jobs. Intensive recruitment, job preparation, and retention services make more effective from an eighth grade field trip for students interested in child care occupations; training agreement, materials, and forms related to the work-based program; committee meeting agendas and minutes; and job shadowing forms and materials.) (YLB)

ED 432 688 CE 079 043

Women's Progress: Perspectives on the Past, Blueprint for the Future. Conference Proceedings. Women's Policy Research Conference (5th, Washington, D.C., June 12-13, 1998).
PUB DATE- 98
NOTE- 402p.; Educators should especially note the papers on "Single-Sex Education..." (Haag); "Parents as Scholars: A Model Higher Education program..." (Deprez et al); and "Out of Poverty: What Do Education and Training..." (Bok et al).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Blacks; Developed Nations; Disadvantaged; *Employed Women; Family Work Relationship; Federal Legislation; *Females; Foreign Countries; Health Services; Higher Education; Job Training; Policy Formation; *Public Policy; Salary Wage Differentials; Sex Discrimination; *Sex Fairness; Sex Role; Wages; *Welfare Recipients
IDENTIFIERS- African Americans; Canada; Russia; *Welfare Reform

This book contains 78 of the approximately 100 conference papers presented, in 6 categories: democracy and society, employment and earnings, family and work, poverty and income, health and well being, and miscellaneous, as well as 7 poster session presentations. Representative papers include the following: "Women's Business Ownership: A Strategy for Shattering the Glass Ceiling" (Jennifer Allyn); "Race, Ethnic and Skill-Based Inequalities in Women's Employment and Wages" (Mary Corcoran, Colleen M. Heflin); "The Big Game: Implementation of Title IX's Athletic Provisions" (Katherine Levy); "The Impact of Proposition 209 on Education, Employment and Contracting Opportunities for Women in California" (Beth H. Parker); "Single-Sex Education: What Does the Research Say?" (Pamela Haag); "Inequality and the Family and Medical Leave Act: Race, Gender, and Leaves from Work" (Naomi Gerstel, Katherine McGonagle); "Public Child Care, Parental Leave, and Employment: A Cross-National Study" (Marcia K. Meyers, Janet C. Gornick, Katherin E. Ross); "Employed Mothers and Fathers in the United States: Understanding How Work and Family Life Fit Together" (Ellen Galinsky, Jennifer E. Swanberg); "Welfare Reform, Care-Taking and Self-Sufficiency: The View from Iowa Women's Lives" (Jacquelyn Litt); "Remembering the Past, Anticipating the Future: A Study of Single African American Mothers Who Are Former Welfare Recipients" (Shelly Hentz Williams); "Parents as Scholars: A Model Higher Education Program for Low-Income Women in the New Welfare Landscape" (Luisa S. Deprez, Christine Hastedt, Mary T. Henderson); "Out of Poverty: What Do Education and Training or a Labor Force Attachment Model Offer Low-Income Women in Connecticut?" (Marcia Bok, Nancy Churchill, Louise Simmons); "Moving Families from Welfare to Work: San Francisco TANF Temporary Assistance for Needy Families Recipients and Federal Welfare Reform" (Ruth Botstein, Stacey Leyton); "Paths to Employment: The Role of Social Networks in the Job Search for African American Women on Welfare in San Francisco" (Karen Chapple); "Barriers in the Transition from Welfare to Paid Work: The Intersection of Gender and Race" (Irene Browne, Ivy Kennelly); "Getting Jobs, Keeping Jobs, and Earning a Living Wage: Can Welfare Reform Work?" (Ariel Kalil); "An Examination rehabilitation counseling. Rehabilitation counseling, from its inception, has espoused the concept of holism. The holistic approach to rehabilitation counseling recognizes the importance of working with the whole person, to include body, mind, and spirit. However, it is evident that the spiritual dimension of the client is totally excluded, rendering rehabilitation counseling comprehensive, but not holistic. Focus groups were conducted among public sector rehabilitation counselors to determine the issues related to the integration of spirituality. The sessions were audio recorded and later transcribed and analyzed. The data were arranged into dominant themes. The emerging themes included: the need for relevant training; the complexity of the barriers to integration; the need to refer clients; the importance of maintaining neutrality; the importance of tailoring service delivery; the concern for legal issues; the importance of the counselors' own spiritual awareness; and the need for parameters and agency protocol. The consensus of the focus groups was that there was a definite need for the spiritual dimension to be integrated into the rehabilitation counseling process. The majority of the groups also indicated that integration was feasible, with the provision of academic or in-service training. Three appendixes provide a list of the questions used to guide the focus groups; a description of research procedures; statement of consent, agreement, and attestation; and a form used to gather demographic information gathered from participants. (Contains 42 references.) (Author/MKA)

ED 432 706 CG 029 335

Burnett, Paul C.
Assessing the Outcomes of Counselling within a Learning Framework.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Conference of American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Evaluation; Foreign Countries; *Letters (Correspondence); Models; *Outcomes of Treatment
IDENTIFIERS- *SOLO Taxonomy

In this exploratory study, participants (N=35) were individuals who were receiving or had received counseling in recent months for varied reasons ranging from personal difficulties to couple and relationship difficulties. A technique that has been used in the learning literature was utilized, having participants write a letter to a friend describing in as much detail as possible how they had benefited from counseling. These written responses were transcribed and categorized according to their structure using the Structure of Observed Learning Outcome (SOLO) taxonomy categories of Prestructural, Unistructural, Multistructural, Relational, or Extended Abstract. The aim of this study was to determine the utility of the SOLO taxonomy for assessing the structure of learning outcomes of counseling. The results suggest that an expanded SOLO known as the Structure of Learning Outcomes from Counseling (SOLOC) offers a promising and exciting way to view the outcomes of counseling within a learning framework. However, it should be noted that the data collection (Letter To Friend) used to classify clients requires a certain level of language and written expression abilities to complete. Other limitations of this study and future research are discussed. (Contains 25 references.) (MKA)

(055)
DESCRIPTORS- Faculty Development; Instructional Innovation; *Phonics; Primary Education; Program Implementation; *Reading Instruction; Teacher Workshops; Training Methods; *Word Recognition
IDENTIFIERS- Texas

Containing four sections of materials for workshop presenters to teach phonics and word recognition, this guide assists early reading program educators (grades K-3) in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and instructional examples to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation. Contains 14 references. (SC)

ED 432 726   CS 013 628

Word Analysis: Principles for Instruction and Progress Monitoring. Professional Development Guide.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC. Goals 2000 Program.; Texas Education Agency, Austin.
PUB DATE- 98
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Teaching; Faculty Development; Group Activities; Instructional Innovation; Primary Education; Program Implementation; *Reading Improvement; *Reading Instruction; Teacher Workshops; Training Methods
IDENTIFIERS- *Word Analysis and Synthesis

Containing four sections of materials for workshop presenters to teach Word Analysis, this guide assists primary grade teachers in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation and "Activity Handouts" for group activities. Contains 24 references and 26 educational resources. (SC)

ED 432 727   CS 013 637

Ediger, Marlow
Supervision in the Reading Curriculum.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

initiative of Montgomery County, Maryland, which focused on teacher and principal training to help all students learn to read. Background information on the NEGP and nine sources of information are presented in sidebars. (RS)

ED 432 749 CS 013 684

St. John, Edward; Bardzell, Jeffrey; Michael, Robert; Hall, Gayle; Manoil, Kim; Asker, Eric; Clements, Margaret
Indiana's Early Literacy Intervention Grant Program Implementation Study.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; *Early Intervention; *Literacy; Primary Education; Program Effectiveness; Program Implementation; Program Improvement; *Reading Achievement; *Reading Improvement; Reading Research
IDENTIFIERS- Indiana; *Reading Recovery Projects

A study examined the implementation of the Indiana Early Literacy Intervention Grant Program during the 1997-98 school year, when the program funded a total of 133 projects and served 9,685 students in its first year. The study incorporated an analysis of existing databases, a systematic review of the research literature on reading interventions, and the analysis of a survey of funded projects (Reading Recovery (tm), Early Literacy Learning Initiative, full-day kindergarten, and other early literacy interventions). Four research questions were addressed: What is the early literacy challenge in Indiana? Did the funded school corporations implement interventions with a high probability of success? What is the most appropriate way to evaluate the impact of the program? and How can the administration of the Early Literacy Intervention Grant Program be enhanced to further improve program impact? Key findings indicated that: (1) the program reached school corporations that were in need of supplemental services; (2) the funded projects used intervention methods that have inherently high probability of increasing the number of Hoosier children who read on grade level by the end of third grade; and (3) the costs of these interventions were reasonable, relative to their anticipated effects. (Contains 83 references, and 6 figures and 29 tables of data; appendixes contain a list and description of program features by category, the review format, a list of funded projects, survey methods and responses, and the survey instrument.) (RS)

ED 432 750 CS 013 686

Duke, Nell K.
The Scarcity of Informational Texts in First Grade.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC.; National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Comparative Analysis; Grade 1;

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Writing; Class Activities; Elementary Education; *Student Empowerment; *Writing Assignments; *Writing Evaluation; *Writing Instruction; Writing Processes; Writing Workshops

Designed to help teachers empower students to become thinkers, writers, and especially authors, this book helps teachers develop a writer's mindset in grades 2-6 students. It supports and guides teachers from the week before school through the spring Young Author's Conference that recognizes writing achievement. Chapters in the book are: (1) Kids as Authors: What Is Writing, Anyway?; (2) Preparation: Your Classroom; (3) Organization: The Self-Contained Writer's Notebook; (4) On Your Mark: The First Month of School; (5) Get Set: The Next Six Weeks; (6) Go!: The Daily Writing Workshop; (7) The Writing Process: Five Easy Steps; (8) Narrative: Writing Stories; (9) Expository: Writing to Explain; (10) Assessment: Evaluation and Record Keeping; (11) Publishing: Celebrate Writing; and (12) Young Author's Conference: Recognizing Achievement. (RS)

ED 432 770 CS 216 812

Fowler, Elaine Danielson
To Teach Usage or Not: A False Dichotomy.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Dialects; Educational Games; Elementary Education; *English Instruction; Instructional Effectiveness; *Language Usage; Nonstandard Dialects; *Teacher Role
IDENTIFIERS- Meaningful Instruction

Rather than dismiss teaching English usage or embrace it without question, elementary teachers need to make usage instruction meaningful and motivating and present it in a nonthreatening yet systematic manner. The teacher must become familiar with his/her particular language community by listening to students and noting the forms they are using. The instructional goal later will be to teach toward a "limited" number of items exhibited by most of the class, those not attributable to the normal process of language acquisition (maturity) or to interference (in the case of bilingual students). Instruction should be concerned with those word choices which distinguish standard English from nonstandard dialects. Usage choices should be appropriate to the speaker/writer's purposes and appropriate to the context. Classroom games can be used to teach usage forms in a positive way in elementary and middle schools so that students can develop better communication skills. Eight games that can be used to teach usage forms in a positive, nonthreatening way in elementary and middle schools are described. (Contains 16 references.) (NKA)

ED 432 771 CS 216 816

Confer, Carla
Interactions between Central Office Language Arts Administrators

ED 432 792 CS 510 111

Schnell, James A.
High Context Messaging in Chinese English-Language Mass Media: A Case Study.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *English; Foreign Countries; Government Role; *Mass Media Effects; *Mass Media Role; *Newspapers
IDENTIFIERS- China; Taiwan

This article describes high context messaging in Chinese English-language mass media. A case study analysis of said mass media, during the 1996 Taiwan sovereignty/reunification controversy related to People's Liberation Army exercises in the Taiwan Straits, is done as a means of focusing on one singular event. The exercises were staged to dampen the first-ever Taiwanese presidential elections on March 23. "China Daily," the government-owned and government-controlled English language newspaper, is studied as a representative mass media channel (being inclusive of China Radio International and China Central Television newsreporting topics). The author was in China during the aforementioned military exercises. Contains 13 references. (Author/RS)

ED 432 793 CS 510 116

Lomicky, Carol S.
Analysis of High School Newspaper Editorials: Before and After "Hazelwood School District v. Kuhlmeier."
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Censorship; Content Analysis; *Editorials; High Schools; *School Newspapers; *Student Publications
IDENTIFIERS- *Hazelwood School District v Kuhlmeier; Supreme Court

In "Hazelwood School District v. Kuhlmeier" (1988), the U.S. Supreme Court said public school officials can censor school-sponsored expression for legitimate educational purposes. The decision raises concerns that high school newspapers no longer will publish controversial information or criticism of school policy. This study, a content analysis case study of student-written newspaper editorials at a Midwestern public high school before and after the decision, found that more than three times as many editorials of criticism were published prior to the High Court's decision. The paper argues that since the 1988 Supreme Court decision the student journalists at this public high school are less likely to criticize school policy or discuss controversial issues in their editorials. Contains 19 references and 3 tables of data. (Author/RS)

ED 432 794 CS 510 124

Academics 2000: 1997 Progress Report.
PUB DATE- 98
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Annual Reports; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Excellence in Education; Program Evaluation; Student Improvement; Tables (Data)
IDENTIFIERS- Goals 2000; *Texas

This is the second progress report under "Academics 2000: First Things First," a Texas initiative under the Goals 2000 program. The Academics 2000 Education Improvement Plan, adopted in 1995, is organized under the nine objectives for Texas public education listed in the Texas Education Code. The progress report discusses implementation strategies, measures, and timelines for key education initiatives, and it highlights progress being made in the key components of the Academics 2000 initiative: (1) subgrants to school districts and consortia; (2) development of the Texas Essential Knowledge and Skills; (3) centers for educator development; (4) technology planning and professional developments; and (5) Ed-flex waiver demonstration program. The report's nine chapters not only describe progress being made on the various measures in the Academics 2000 Plan, it also covers the initiatives being undertaken to achieve the objectives. Each measure in the report contains baseline data and updates. In some cases, the baseline data shown in the report are different from those reported in the plan, due to changes in the methodology used to compute the measure. The report concludes with highlights of progress and indicates areas where additional efforts are needed. It also includes 3 appendices that provide a summary of the Academics 2000 budget for the first 4 years and other information. (Author/RJM)

ED 432 814 EA 029 962

Interim Report on Texas Public School, 1997. A Report to the 75th Texas Legislature.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Annual Reports; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Excellence in Education; *Public Schools; Student Evaluation; Student Improvement; Tables (Data)
IDENTIFIERS- *Texas

This report describes the status of Texas schools as required by state law. The document contains 6 chapters on the following topics: (1) student performance on state assessments; (2) student dropouts; (3) state performance on the academic excellence indicators; (4) district and campus performance in meeting state accountability standards; (5) deregulation and waivers; and (6) funds and expenditures of the Texas Education Agency. The highlights of the report indicate that nearly 75 percent of all students passed all tests taken on the Texas Assessment of Academic Skills (TAAS) in 1997; mathematics performance has risen considerably, especially among minority leadership, or moral leadership--compared to the practices of successful head teachers in times of change. The research was based on more than 200 interviews with heads (principals), staff, governors, parents, and students in 12 primary, secondary, and special schools. The methodology recognized that effective leadership was a highly contextualized and relational construct. A generic case-study protocol was designed in which each school was visited for two-and-a-half days. Analysis revealed that the various stakeholders shared a broadly similar social construction of leadership that did not wholly endorse existing theories of leadership. The heads themselves operated on the basis of both internally and externally determined measures of quality control; their quality-assurance criteria had a broader agenda in keeping with a holistic moral vision of a good school and good teachers. Their leadership approaches did not neatly adhere to existing leadership theories, in part because the complexity of the role they faced meant that no one theory could explain existing practices. (Contains 30 references.) (RJM)

ED 432 834 EA 029 987

Verstegen, Deborah A.; Torrence, Patricia T.
Federal Aid to Education: A Student Level Analysis.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Finance Association (Seattle, WA, March 17-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Federal Aid; Financial Support; Government School Relationship; Rural Schools; School Funds
IDENTIFIERS- Virginia

A study that examined the magnitude of federal aid to individual students and the targeting of those funds based on need found that although federal aid to education averages 7 percent nationwide, little work has been done that disaggregates these amounts by locality. The study included an intradistrict analysis of federal-education aid per pupil. The goal was to explicate the federal role in education and provide greater insight on issues of equal educational opportunity for children and youth in schools and classrooms by providing better finance data. The study employed a post-hoc design in which per-pupil federal funding was examined for the 1991-92 school year. The subject pool was the entire universe of 2,038 students in a rural school district in Virginia. Funding profiles were developed for each student and compared to poverty using descriptive and inferential statistics. The results were grouped around such questions as What federal grants in aid were available in the school district? The findings show that total funding increased over time, but there was a sharp drop in the federal share of funds for elementary and secondary schools. Virginia's total federal revenue receipts were 7.7 percent in 1984 and 4.8 percent in 1994 of total aid received. (Seven tables present statistical findings.) (RJM)

ED 432 835 EA 029 990

Leading America's Schools: The Critical Role of the Principal.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

NOTE- 5p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; Cooperative Programs; Elementary Secondary Education; *Emotional Disturbances; *Mental Health Programs; School Community Relationship; *Special Education; Surveys; *Teacher Attitudes
IDENTIFIERS- *Florida

Surveys were completed by 50 Florida educators involved in programs for students with emotional and/or behavior disorders concerning the relationship between mental health professionals and educators. Seventy-one percent of respondents reported that contact time between teachers of students with emotional/behavioral disorders was not enough. When asked, "What benefits do mental health professionals provide to the teachers/students in your district?", respondents most often listed direct service provision, consultation and support to school staff, and behavioral observations/assessments. When asked what difficulties resulted during interactions between mental health professionals and educators, respondents identified differences in treatment, philosophies, role responsibilities; lack of communication and collaboration; and conflicts in scheduling. (DB)

ED 432 854 EC 307 340

Hamilton, Ruth Walker; Zeineth-Collins, Susan
Supporting Students with Serious Emotional Disturbance in Rural Schools and Communities.
PUB DATE- 98
NOTE- 8p.; In: Chapter 4, "School Based Approaches," of Proceedings of the Annual Research Conference, A System of Care for Children's Mental Health: Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUD TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Elementary Education; *Emotional Disturbances; Family Involvement; Family School Relationship; Inclusive Schools; Integrated Services; Interdisciplinary Approach; *Outreach Programs; Parent Attitudes; Participant Satisfaction; Questionnaires; *Rural Education; *School Community Relationship; *Severe Disabilities; Student Evaluation; Surveys; Teacher Attitudes; Teamwork
IDENTIFIERS- Vermont

This study evaluated implementation of a federally funded outreach project, Bridges (Best Practice-Based Services for Including Students with Serious Emotional Disturbance in General Education), at one elementary school in Vermont. The project is designed to build the capacity of rural public schools to fully include students with severe disabilities and severe emotional disturbance (SED) within general education and community settings, and to provide support for their families. At the model site, 12 students in grades K through 8 have had individual student support teams formed to assist in problem-solving and developing appropriate community-school agencies related to AD/HD were identified as: provision of educational services in the general education environment and determining eligibility under different federal laws. (CR)

ED 432 872 EC 307 360

Age of Majority. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Children; Decision Making; *Disabilities; Educational Policy; *Legal Responsibility; *Personal Autonomy; Policy Formation; *State Regulation; State Surveys; *Student Responsibility
IDENTIFIERS- *Age of Majority

This report summarizes information from states that responded to a survey on the topic of age of majority for educational decision making. Information was gathered from 40 states during the months of March and April 1999. Results indicate: (1) in 33 of the 40 states, 18 is the age of majority for educational decision making; (2) 23 of the responding states currently have laws, policies, or guidelines regarding the transferring of parental rights to students at the age of majority; (3) 24 of the responding states do not have laws, policies, or guidelines about the determination of competency at the age of majority, however, 14 states do have such laws, policies, or guidelines; (4) 18 of the responding states have laws, polices, or guidelines related to designating a guardian or advocate for a youth at the age of majority who is incompetent, while 19 do not; (5) 31 states indicated that there is a designated contact person who fields questions about age of majority and related guardianship matters for students with disabilities. A state-by-state summary sheet of responses is provided. (CR)

ED 432 873 EC 307 361

Access to Adult Education for Youth with Disabilities. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; Continuing Education; *Disabilities; Dropouts; Eligibility; *Financial Support; *Graduation Requirements; High School Equivalency Programs; Secondary Education; *State Regulation; State Surveys; *Youth
IDENTIFIERS- Individuals with Disabilities Education Act

This report summarizes information from states that responded to a survey on access to adult education opportunities for youth with disabilities. Information was gathered from 43 states during the months of March and April 1999. Results indicate: (1) 26 of the responding states authorized the use of federal and state public education funds for all students through the age of 21, and 9 states through the age of 20; (2) 33 of the responding states do not consider a General Education Diploma (GED) to be a regular high school diploma and allow youth with

DESCRIPTORS- Computer Centers; *Educational Facilities Planning; Elementary Secondary Education; *Public Schools; School Business Relationship; School District Size; Shared Facilities
IDENTIFIERS- *Learning Communities; Learning Environment

An interview with Steven Bingler, President of Concordia, Inc., a research and planning firm, and Concordia Architects, an architectural design firm, reveals his views on planning a learning community in educational facilities. He addresses what tools to use to facilitate the group process for planning, discusses how school districts save money through business partnerships, and highlights how school district size can affect the planning approach. He also discusses how to design an environment for fifth- and sixth-grade learners, including how to design a computer lab. Having clear lines of communication between diverse groups during the planning stage is stressed. Problems with lengthy planning stages creating diminishing returns and generating reports that are outdated are also addressed as is the dubious value of planning reports that emphasize process over product. Final comments discuss the learning environments that are so extensive that the traditional school is nearly eliminated. (GR)

ED 432 892 EF 005 569

Butterfield, Eric
School Renovation and the Importance of Maintenance. Interview with Charles Boney, Jr. .
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Climate Control; Construction Materials; *Educational Facilities Improvement; Elementary Secondary Education; Flooring; Operating Expenses; *Public Schools; Roofing; School Construction; School District Spending; *School Maintenance

Charles Boney, Jr., Director of Boney Architects, offers his views on school districts that build schools that have to be replaced too soon, general problems concerning renovation of older buildings, and keeping maintenance costs down. He discusses the types of flooring materials school districts should consider using to lower maintenance costs and increase longevity; the types of operating costs that are negatively impacted by lower installation costs; the types of roofing systems he designs for schools, including roofing that has good acoustical qualities. Concluding discussions address excessive use of windows and the heating and air conditioning problems that they can cause and how he solves these, and renovation materials he considers to be long lasting and characteristically have low maintenance costs. (GR)

ED 432 893 EF 005 575

Billmore, Brian; Brooke, John; Booth, Rupert; Funnell, Keith; Bubb, Michael
The Outdoor Classroom: Educational Use, Landscape Design, & Management of School Grounds. Second Edition. Building Bulletin 71.
PUB DATE- 99
NOTE- 88p.; Funding also provided by the Countryside Commission and a consortium of 11 Local Authorities.
LANGUAGE- English

Acquisition; *Language Patterns; Language Research; *Language Role; *Multilingualism; Socialization
IDENTIFIERS- *Dominica

A study examined language socialization in Dominica (West Indies), focusing on the use of a French-based creole, Patwa, in a situation of linguistic and social change. Despite claims that Patwa is integral to Dominican identity, rural caregivers choose to speak English to language-learning children, contributing to rapid attrition of Patwa. However, Patwa is still valued for intimate conversation among family and friends. Within this context are examined patterns of children's use of one Patwa affective marker within English speech, the imperative "ga," a short form of the Patwa verb "gade," "to look at." The ethnographic study of six children, aged 2-4 years, was carried out over 12 months in a rural village. Results indicate that while adults use "ga" almost strictly within Patwa utterances as an imperative or interjection to direct the attention of others to something in particular, children's use of "ga" is pervasively, although not randomly, used. Its use follows the same syntactic constraints as that of adults, but is used for impact and rhetorical force, to introduce new information, indicate a topic shift, or call attention to something or someone. It is used more often in play with peers and siblings than with adults. (MSE)

ED 432 914 FL 025 930

King, Kendall A.
Language Ideologies and Heritage Language Education.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (21st, Stamford, CT, March 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Heritage Education; *Indigenous Populations; Interviews; *Language Attitudes; *Language Role; *Native Language Instruction; *Quechua
IDENTIFIERS- Ecuador

The divergent Quichua language ideologies existing among an indigenous group of the southern Ecuadorian Andes mountains are examined. Analysis of data from 51 interviews with indigenous highlanders, including parents, teachers, school administrators, and political leaders, reveals the existence of two conflicting Quichua language ideologies: one characterized by loyalty to Quichua and great value attached to the language, particularly in private and humorous situations and in traditional contexts; and the other characterized by the beliefs that bilingualism is onerous, by contempt for subordinated, non-standard languages (such as Quichua), and by a linguistic "survival of the fittest" attitude. Each element of this last, Western language ideology was also present in the population interviewed. A belief that children prefer Spanish to Quichua was found, and Spanish was the dominant language of home use. Implications for endangered language communities are considered. (Contains 39 reference) (MSE)

ED 432 915 FL 025 931

Sun, Yu-Chih
Strategy Inventory for E-Mail Writing.
PUB DATE- 98

Cutright, Marc
Planning in Higher Education: A Model from Chaos Theory.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chaos Theory; Foreign Countries; *Higher Education; *Long Range Planning; Metaphors; Organizational Objectives; *Strategic Planning; Theories
IDENTIFIERS- Blue Ridge Community College VA; Carson Newman College TN; Red Deer College AB; University of Calgary (Canada)

This paper proposes a metaphoric perspective based on chaos theory for strategic planning by institutions of higher education. It offers 10 propositions for planning: (1) the ideal outcome of planning is planning, not a plan; (2) planning begins with a distillation of the institution's key values and purposes; (3) the widest possible universe of information should be made available to all members of the institution and should include ongoing feedback; (4) dissent and conflict are creative, healthy, and real; (5) linearity doesn't work in strategic planning, dictation, or collation; (6) the institution should budget fiscally and psychically for failure; (7) the considerable expense of time on the front end is an investment which is recouped, with interest, in the future; (8) the executive is not demoted or minimized but ultimately is empowered by the planning process; (9) that which can be quantified is not to be overvalued, and that which cannot be quantified is not to be discounted; and (10) the future is a creation, not a prediction; this power of agency is the distinguishing context of human chaotic systems. These propositions are applied to case studies of four diverse institutions: Blue Ridge Community College (Virginia), Carson-Newman College (Tennessee), the University of Calgary (Alberta), and Red Deer College (Alberta). (DB)

ED 432 935 HE 032 234

Richards, Thomas F.
The Cold War within American Higher Education: Rutgers University as a Case Study.
PUB DATE- 99
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; Case Studies; *Communism; *Educational History; *Higher Education; *Political Influences; *United States History
IDENTIFIERS- Cold War; McCarthyism; *Rutgers the State University NJ

This book examines the impact of anticommunism on American campuses, using Rutgers University (New Jersey) from 1950 through 1965 as a case example. Following an introductory chapter which provides background information, chapter 2 discusses the period January 1950 to August 1952, when Cold War politics intensified at Rutgers University and the Rutgers "witch hunt" and the cases of Professors Heimlich, Finley, and

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; *Clinical Experience; Cooperative Programs; Graduate Study; Higher Education; *Nursing Education; Professional Education; Standards; Undergraduate Study

This document identifies the essential elements of clinical support for the entire nursing academic mission: undergraduate and graduate education, faculty practice, and research. In addition, it describes the facilitators and barriers to clinical access, particularly focusing on the dynamic nature of the health care delivery system. Among 11 resources identified as essential for undergraduate and graduate nursing education are sites which provide care along a continuum, work with multidisciplinary and interdisciplinary teams, and practice case management. Among 11 resources identified as essential for faculty practice are redefinition of the nature of partnership and collaboration with clinical agencies, incorporation of faculty practice into faculty work, and access to patient data. Among five essential resources for research are funding, intra- and interdisciplinary collaboration, and access to patient populations. Barriers to these essential clinical resources are also identified and include differences in regulations and expectations, differences in cultural values, system and organization issues, and costs. Four recommendations focus on the relationship between education and practice, the nature of partnership, and the shared mission of nursing education and practice. (Contains 24 references.) (DB)

ED 432 955 HE 032 663

Coulter, Sara
Introductory Bibliography for Curriculum Transformation. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 37p.; For related documents in this series, see HE 032 664-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; *Curriculum Development; *Females; Higher Education; Information Sources; *Womens Education

This bibliography provides a list of references for developing curriculum on women. References are grouped in seven sections which address: (1) introduction to women as a subject of study (4 references); (2) scholarship on women (7 references); (3) rethinking the disciplines (23 references); (4) pedagogy (20 references); (5) advice and experience of colleagues (42 references); (6) professional associations as publication sources (42 references from 12 associations); and (7) journals and periodicals (8 specific journals and 48 more general journals). (DB)

ED 432 956 HE 032 664

Hedges, Elaine
Getting Started: Planning Curriculum Transformation. Women in the Curriculum Series.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Ford Foundation, New York, NY.

DESCRIPTORS- *College Curriculum; College Instruction; Culture; Ethnicity; Females; Feminism; *Feminist Criticism; *Geography; Geography Instruction; Higher Education; *Human Geography; Models; Race; *Research; Research Methodology; *Sex Bias; Sex Fairness; Social Class; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which geography, as a disciplin has been influenced by feminist scholarship in the field. It explains that early feminist critiques of the discipline examined the extent to which geography had overwhelmingly dealt with the lives of men and the ways in which its theories, methods, and content reflected men's experiences. Geographers are paying increasing attention to the ways in which gender interacts with other social categories, such as race, ethnicity, class, nationality, immigrant status, and life course stage, to understand the complexities of relationships between women and men and among women. Feminist geography is pluralistic in its theoretical and methodological stances. A great deal of research has been done using in-depth interview strategies. (Contains 17 references.) (MDM)

ED 432 975 HE 032 683

Rosser, Sue V.
Health: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 50p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Curriculum; *College Instruction; Ethnicity; Females; Feminism; *Feminist Criticism; *Health; Health Education; Health Needs; Higher Education; Lesbianism; *Medical Research; Models; Race; Research Methodology; *Sex Bias; Sex Differences; Sex Fairness; Social Class; Theories
IDENTIFIERS- Gender Issues

This essay examines the ways in which health, as a discipline, has been influenced by feminist scholarship in the field. It explains that feminist scientists in the field have recognized and sought to address gender bias in traditional approaches to health research, including the androcentric bias in defining priorities for medical research, the lack of funding for clinical research on women, failure to recognize the effects of gender, and interactions between gender, ethnicity, and class in research. There is growing evidence to support the assertion that access to health care differs in accordance with gender, race, class, and age, and excessive focus on male research subjects and the definition of some diseases as "male" diseases has led to the underdiagnosis and undertreatment of these diseases in older women. It also notes that the exclusion of women of color and lesbians (and their health care needs) from clinical research has often resulted in inadequate or inappropriate theories and conclusions being drawn from the data. (Contains 110 references.) (MDM)

ED 432 976 HE 032 684

Edwards, J. Michele
Music: Discipline Analysis. Women in the Curriculum Series.
SPONS. AGENCY- Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Web-based distance education software created the simulated intranet learning environment and provided user movement tracking ability, while the visual learning software, Inspiration, was used to generate concept maps and measure learner metacognitive reflection. A modified ecology curriculum provided contextualization and science content for the shared, intranet and traditional learning environments. This shared, intranet learning environment posed one model which science classrooms can use to create equal opportunity for both genders. Tracking learner movements within a Web-based, science environment has metacognitive as well as problem-solving implications for all learners. (AEF)

ED 432 994 IR 019 718

Powers, Kris
A Self-Fulfilling Prophecy: Online Distance Learning for Introductory Computing.
PUB DATE- 99
NOTE- 11p.; In: Spotlight on the Future, NECC '99. National Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Computer Uses in Education; Conventional Instruction; Course Content; *Distance Education; Educational Objectives; Higher Education; *Instructional Design; Instructional Innovation; *Internet; Introductory Courses; Nontraditional Education; Online Systems; Portfolios (Background Materials); Teaching Methods
IDENTIFIERS- *Course Development

This paper describes novel approaches for adapting an introductory computing course for online distance learning, including discussions of the underlying pedagogy and objectives as well as the implementation and results of the online course. The first section describes the original course which was adapted to Internet delivery. The next section focuses on the major objectives and approaches to the online course design. Three major instructional strategies that would be unique to the online version of the course are described, i.e., class cybersociety, online student portfolios, and self-guided online labs. Hardware and software resources are also addressed in this section. The third section describes the course implementation and how well the implementation met the design objectives in terms of student demographics, instructional strategies, and resources. The ultimate goal was to provide an enriched educational experience, subject to economic and related technological limitations. It is concluded that, while the accessibility of the course was successfully maintained, several of the teaching methods meant to enrich the experience were hampered by the shortened time frame in which the course was offered. The course materials are currently in revision for a future offering during a regular 15-week semester. (Contains 13 references.) (AEF)

ED 432 995 IR 019 719

Wilkinson, Patricia; Sher, Laurence
Equity: Ownership by Minorities and Women of Research Projects.
PUB DATE- 99
NOTE- 12p.; In: Spotlight on the Future, NECC '99. National

Big6. Part III focuses on technology and how to use technology in a meaningful way through integration within the Big6 framework. Part IV turns to implementing the Big6 on the micro (lesson and unit) level. Part V offers specific approaches to assessment using the Big6 steps, and part VI shows the importance of collaboration and partnerships. Part VII prepares readers to integrate Big6 Skills with the curriculum by using curriculum-mapping techniques. The final sections, parts VIII and IX, provide exercises for including parents and the school district (macro level) in the overall plan for success. (AEF)

ED 433 013 IR 019 818

Boak, Cathy; Blackburn, Jean
So, You Want To Host an Online Conference....
PUB DATE- 98
NOTE- 34p.; For related documents, see IR 019 819820.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Mediated Communication; Computer Oriented Programs; Computer Software Selection; Computer System Design; *Conferences; Design Preferences; Foreign Countries; Guidelines; Objectives; Online Systems; *Program Administration; Program Development; *Teleconferencing; World Wide Web

This guide is intended for individuals and organizations interested in hosting online conferences. For the purposes of this guide, a host is the administrator or manager of a conferencing system and of the conferences held on that system. Eight sections cover the following important processes for hosting online conferences: (1) determining objectives; (2) assessing the computer system, including the host system and user systems; (3) selecting conferencing software, including sources of information, features to consider, and end-user features; (4) establishing conference site features and design, including conference registration and security, welcome messages, presenting important information/instructions, and resources; (5) planning conferences, including a literature review, formulating a preliminary plan, contracting moderators, partnering, guest presenters, and planning a conference series; (6) promoting conferences, including identifying and targeting the audience, channels of communication, content of promotional materials, timing of promotion, and response; (7) managing administration and support issues, including establishing the roles of the administrator and moderator, deleting/editing/moving messages, summaries, supporting the moderator, and supporting participants; and (8) determining post-conference considerations, including conference evaluation, feedback, useful statistics, qualitative analysis, and archiving conference proceedings. (AEF)

ED 433 014 IR 019 819

Green, Lyndsay
Playing Croquet with Flamingos: A Guide to Moderating Online Conferences.
PUB DATE- 98
NOTE- 33p.; For related documents, see IR 019 818 and IR 019 820.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

acquiring modern telecommunications services, the Federal Communications Commission (FCC) directed the creation of the Schools and Libraries Corporation (the Corporation). Recommendations were made in July 1998 by the General Accounting Office for the Corporation to take certain actions to strengthen its operations before any funding commitment letters were issued to applicants. This report assesses the Corporation's progress in implementing these recommendations and highlights additional issues that need to be monitored as the program moves forward. Following a results-in-brief section and a background discussion on the program administration and application process, actions taken to implement key operational recommendations are highlighted. Other management challenges which will need close attention are then outlined. The scope and methodology and agency comments are also included. (AEF)

ED 433 033 IR 057 418

Stover, Mark
Leading the Wired Organization: The Information Professional's Guide to Managing Technological Change.
PUB DATE- 99
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Computer Security; Ethics; Guidelines; *Information Management; *Information Policy; Information Scientists; Information Systems; *Information Technology; Leadership; Man Machine Systems; *Organizational Change; Organizational Climate; Professional Personnel; *Technological Advancement
IDENTIFIERS- Technology Integration

This book explains through descriptive narrative, illustrative examples, and practical suggestions how today's information specialists can navigate in the new "wired" organizations. The emphasis is on practical, useful, relevant advice. The following ten chapters are included: (1) "Communicating Online: The Heart of the Wired Organization" discusses online communication and various types of communication that take place daily in any organization; (2) "Finding Information and Conducting Research" deals with Internet search engines, precision/recall, and metadata; (3) "Maintaining Working Relationships during Changing Times" demonstrates how relational skills can be used in the wired organization; (4) "Telling Good Information from Bad" focuses on how information becomes authoritative, including authenticity, quality control, and electronic publishing; (5) "Staying Secure, Legal, and Ethical" deals with external/internal computer security, privacy, copyright, and personal use of organizational computing resources; (6) "Doing Business on the Internet" discusses financial and marketing concerns for organizations using the Internet; (7) "Planning the 'Ideal' Web Site" reviews World Wide Web design principles, mission/purpose of library Web sites, Web publications, and political ramifications of Web design; (8) "Using Emerging Technology Effectively" examines push technology, virtual reality, and expert systems; (9) "Overcoming Human-Computer Interaction Problems" focuses on physical, cognitive, and psychological issues; and (10) "Managing Computing Resources in the Wired Organization" considers the challenges of managing computing resources in considerations for implementing the innovation, the impact of the innovative program or practice, and a contact name and phone/fax number in case there are additional inquiries. (JJL)

ED 433 052 JC 990 542

Evaluation des programmes d'etudes dans les secteurs Techniques administratives et Cooperation. Rapport Synthese (Evaluation of Programs of Study in Administrative Techniques and Cooperation. Summary Report).
PUB DATE- 99
NOTE- 102p.
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Administration Education; College Role; Educational Improvement; Educational Technology; Foreign Countries; Higher Education; *Job Skills; *Job Training; Labor Force Development; *Needs Assessment; Program Evaluation; Teacher Education; *Technology Education
IDENTIFIERS- *Quebec

This report presents the findings of the Commission on the Evaluation of Collegiate Teaching regarding programs in Business Administration Technology. The Commission evaluated two programs leading to a Diploma of Collegial Studies (DEC), and programs leading to a Certificate of Collegial Studies (AEC). The programs leading to the DEC respond globally to the Minister of Education's objectives and Quebec employers' needs. It was recommended to the Minister that mastery of a second language and aptitude in data processing be included in the objectives of the programs. The Commission also recommended to the Minister that general and multi-disciplinary skills be included in the programs. Many of the institutions showed a need to improve graduation rates. The colleges should also raise their criteria of admission to training programs. The evaluation suggests that a quality training program is usually a good indicator of a quality program and that many training courses should be of a longer duration. The Commission believes that the colleges should, in certain cases, develop their own course options and that, generally, the programs leading to an AEC respond to local needs. There is a call for a more liberal interpretation of a collective agreement, which currently limits the hiring of teaching staff who are active in the labor market. Appendices include data by institution and evaluation criteria. (BJ)

ED 433 053 JC 990 544

West Virginia Higher Education Report Card, 1998.
PUB DATE- 98
NOTE- 335p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *College Role; Compensation (Remuneration); *Educational Objectives; Educational Resources; *Higher Education; *Labor Force Development; Partnerships in Education; *Public Colleges; School Holding Power; Tables (Data)
IDENTIFIERS- *West Virginia

This report card provides information to parents, students, faculty, staff, state policymakers, and the general public as to the quality and performance of public higher education in West Virginia. The report responds to six statutory goals that

San Francisco Unified School District Senior Survey Summary, 1997.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *College Bound Students; Community Colleges; High School Graduates; *High School Seniors; High Schools; Higher Education; *Occupational Aspiration; Student Attitudes; *Student Educational Objectives; Student Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This document is a summary of the findings of the 1997 San Francisco Unified School District (SFUSD) Senior Survey. The survey is a multiple-choice response questionnaire administered to all San Francisco public high school seniors. Students were asked a series of questions about their plans for work and higher education after high school graduation. Included in the report is information on career and higher education plans of high school seniors, including which postsecondary educational institution students plan to attend. This information is provided at the school district level and is broken down by individual high school and ethnicity. Some of the main findings include: (1) of the 2,364 San Francisco seniors responding to this survey, 1725 plan to go to college, 455 plan to start a job, and 184 have other goals; (2) over 400 respondents indicated an intention to enroll at City College of San Francisco; and (3) post-high school plans vary by ethnicity--African Americans, American Indians, and Latinos are more likely to begin a job and less likely to continue their education after graduation than is the general population. Ambitions also vary by San Francisco's high schools. (JJL)

ED 433 072 JC 990 566

Revenues and Expenditures: Peer and Benchmark Comparisons, University of Hawai'i, Fiscal Year 1994-95.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Benchmarking; Comparative Analysis; Costs; *Educational Finance; Enrollment; *Expenditure Per Student; *Expenditures; Higher Education; Income; Money Management; Operating Expenses; *Peer Institutions; Tables (Data)
IDENTIFIERS- *University of Hawaii

The University of Hawaii's (UH) three university and seven community college campuses are compared with benchmark and peer group institutions with regard to selected financial measures. The primary data sources for this report were the Integrated Postsecondary Education Data System (IPEDS) Finance Survey, Fiscal Year 1994-95. Tables show data on enrollment, revenues, and expenditures. Highlights include: (1) UH had a full-time equivalent (FTE) enrollment in Fall 1994 of 35,751; (2) total revenues per FTE student for the UH system in fiscal year 1994-95 were $11,804, and expenditures were $15,680; (3) total revenues per FTE student exceeded the benchmark or peer group averages for UH Manoa and UH Hilo, and expenditures at UH Manoa and Hilo were also higher; and (4) revenues per FTE student from state appropriations were much higher for the UH campuses than for their peer and benchmark averages. It is anticipated toddlers; (12) proposal writing; (13) professional development; (14) children's interests; (15) brain research; (16) upper grade social studies and mathematics; (17) standards; (18) staff-parent interactions; (19) literacy activities; (20) various discussions of the Child Observation Record; (21) schedules and routines for infants/toddlers; (22) conflict resolution; (23) fine motor activities; (24) verbal comprehension; (25) observation of students; (26) program evaluation; (27) family daycare; (28) mathematics activities; and (29) children's books. The proceedings also present High/Scope "Key Experiences" and "Wheels of Learning" for infant/toddler, preschool, and elementary levels. (KB)

ED 433 090 PS 027 647

Briggs, Dennie
A Class of Their Own: When Children Teach Children.
PUB DATE- 98
NOTE- 117p.; Foreword by Arthur Gillette.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Students; Peer Influence; Peer Relationship; *Peer Teaching; Program Development; Program Evaluation; Teacher Role; *Tutoring; *Tutors
IDENTIFIERS- Tutor Role; Tutor Teacher Relationship; Tutor Training

Current educational reform initiatives could be strengthened by more actively involving students in teaching younger students with the collaboration of teachers and other adults. This handbook for teachers, students, and parents provides information about training and providing opportunities for students to tutor younger students. The book shows how the learning process can benefit both tutor and student by going beyond the teacher-led classroom to one that is more democratically organized. Chapter 1 provides an historical background to tutoring of younger students by older. Chapter 2 is concerned with learning styles and different forms of intelligence. Chapter 3 examines selection of peer teachers and tutors, planning meetings, assessment of learning and teaching styles, the teacher's role, and when and where to conduct peer teaching. Chapter 4 covers teaching sessions and reviews, while chapter 5 addresses ways to evaluate and modify a tutoring program. Chapter 6 provides descriptions of some possibilities of carrying the peer teacher to higher levels and looks to the future of the self-determined student. Each chapter contains references. (KB)

ED 433 091 PS 027 709

Nursery Education: Desirable Outcomes for Children's Learning on Entering Compulsory Education.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- British National Curriculum; Early Experience; *Educational Objectives; Foreign Countries; National Curriculum; Nursery Schools; Outcome Based Education; *Outcomes

sensitive materials, to program more effectively, and to draw from the richness within the African American culture. The guide is one in a series of culturally specific guides produced as part of ParentLink's Review of Curricula for Special Populations project. The project began with a national search for materials written with the population in mind. A review subcommittee representing the population, including professionals who work with specific populations, were recruited from across Missouri. The subcommittee reviewed and evaluated the materials during a 2-day retreat. In general, the subcommittee commented that available parenting materials were deficient in the discussion of raising children in a race-conscious world and in considering the strong spiritual orientation of this population. The guide is arranged in several sections. The Quick Reference section provides an abbreviated view of each of the 19 curricula reviewed. Curricula Content provides grid pages identifying specific issues and topics covered in the curricula. The Narratives for Parenting Curricula provide a more elaborate description of the curricula and include a summary, culturally specific information, ordering details, and reviewers' remarks. The guide concludes with a form inviting readers to provide information about other available curricula. (KB)

ED 433 108   PS 027 799

Wingo, Robin R.; Mertensmeyer, Carol
The Guide for Choosing Native American Parenting Curricula.
SPONS. AGENCY- Missouri Children's Trust Fund.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indian Culture; *American Indians; *Child Rearing; *Culturally Relevant Education; *Curriculum; *Curriculum Evaluation; Parent Child Relationship; *Parent Education; Parent Materials; Parents
IDENTIFIERS- *Native Americans

This guide is designed to help professionals working with Native American parents to be better prepared to select culturally sensitive materials, to program more effectively, and to draw from the richness within the Native American culture. The guide is one in a series of culturally specific guides produced as part of ParentLink's Review of Curricula for Special Populations project. The project began with a national search for materials written with the population in mind. A review subcommittee representing the population, including professionals who work with specific populations, were recruited from across Missouri. The subcommittee reviewed and evaluated the materials during a 2-day retreat. The subcommittee felt that the materials as a whole were deficient in their discussion of racism, spirituality, religiosity, and living a role-oriented life in a goal-oriented society. The guide is arranged in several sections. The Quick Reference section provides an abbreviated view of each of the 19 curricula reviewed. Curricula Content provides grid pages identifying specific issues and topics covered in the

DESCRIPTORS- Childhood Attitudes; Elementary School Students; Elementary School Teachers; *Outcomes of Education; Primary Education; *Self Concept; *Teacher Attitudes
IDENTIFIERS- *Developmentally Appropriate Programs; Multidimensional Approach

This study explored relationships between children's multidimensional self-concepts and teachers' beliefs about developmentally appropriate practices (DAP). Twenty-three boys and 28 girls were given the Self Description Questionnaire-I (SDQ-I) twice to measure multidimensional self-concept; their teachers were given the Primary Teacher Questionnaire to measure beliefs about traditional versus developmentally appropriate practices. Multiple regression analyses to predict the children's later self-concept score from the earlier SDQ-I scores and teacher beliefs showed that traditional practices predicted general school self-concept for boys, but that DAP was not a predictor of any dimension of self-concept. Correlational analyses showed that for boys, DAP and traditional practices both were positively related to several of the academic self-concept scales of the SDQ-I, but for girls DAP was inversely related to physical ability self-concept. Findings pose contradictions to the literature on DAP and child outcomes. (Contains 67 references.) (Author/EV)

ED 433 125 PS 027 840

Phillips, Marian B.; Hatch, J. Amos
Why Teach? Prospective Teachers' Reasons for Entering the Profession.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Reconceptualizing Early Childhood Education Conference (8th, Columbus, OH, June 27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Early Childhood Education; Higher Education; Preservice Teacher Education; *Preservice Teachers; *Teacher Attitudes; *Teacher Motivation; *Teaching (Occupation)

This paper details an analysis of prospective early childhood teachers' responses on a university application to the question "Why are you interested in becoming a teacher?" The paper identifies potential sources of strength and vulnerability in students' written responses and offers tentative interpretations that critique prospective early childhood teachers' understandings of the complexity and intensity of teachers' work. The paper also speculates on the impact their perspectives may have on their approaches to teacher preparation experiences and teaching, and offers implications for teacher educators framed around building on strengths and reducing vulnerabilities. Major themes identified in prospective teachers' responses were: (1) having influential experiences; (2) fulfilling a dream; (3) loving children; (4) seeing children learn; (5) enjoying challenges and responsibilities; (6) teaching to learn; (7) making a difference; and (8) overcoming deficits in children's lives. The paper asserts that while the deep commitment to making a difference in the lives of young children and society in general is a major strength of prospective teachers' motivations, it can also be a weakness if it leaves students open to disappointment, disillusionment, and potential disengagement. Contains 11 references. (EV) programs. (Contains an appendix with site descriptions and a contact list for the five sites: Baltimore, Chicago, Denver, Milwaukee, and St. Louis.) (YLB)

ED 432 672 CE 079 019

Sticht, Thomas G.
Adult Basic Education: Strategies To Increase Returns on Investment (ROI).
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Adult Basic Education; Adult Literacy; Educational Finance; Educational Legislation; Educationally Disadvantaged; Employment Potential; Federal Aid; Job Training; Literacy Education; Outcomes of Education; *Parent Child Relationship; *Parent Influence; School Involvement; Success; *Thinking Skills; Welfare Recipients; *Workplace Literacy
IDENTIFIERS- *Functional Context Education; Return on Investment

U.S. citizens can get two to three times the educational and employment benefits now being obtained if all government funding for youth and adult basic education and job skills training is required to be directed to two investment strategies. The first is to increase intergenerational transfer of cognitive skills. Evidence from studies suggests that focusing funds on the education of the children's parents will lead to better educated, more employable parents, and more educable children. Findings are the following: (1) better educated parents produce better educated children; (2) the parents', and especially the mother's, education level is one of the most important determinants of school participation and achievement; and (3) better educated adults demand and get better schooling for children. The second strategy is to teach using a functional context education approach to instructional design. Studies indicate that workplace literacy programs increase productivity not only at work, but also at home and in the community and schools, and that better educated adults produce safer communities conducive to learning. Youth and adult education and employment training programs should be required to obtain accountability data on the extent to which their programs improve adult participation in programs, improve achievement in functional context programs, improve prevention of future learning problems of adult students' children, and show how "double duty dollars" are being obtained. (Contains 21 footnotes.) (YLB) of the Effects of Welfare Participation on Women's Wages" (Yin-Fang Lin). (KC)

ED 432 689 CE 079 044

Globalization: Separating Fact from Fantasy.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Literacy; Developed Nations; Developing Nations; Doctoral Degrees; Economic Development; Economic Opportunities; Economic Status; Employment Projections; Foreign Countries; *Global Approach; International Cooperation; *International Relations; *International Trade; Job Training; *Labor Economics; Labor Needs; Vocational Education; World Affairs
IDENTIFIERS- *Global Economy

In the new environment of increased international trade and investment flows, human resources represent the key competitive edge of this interconnected global economy. The share the United States has of worldwide output is shrinking. This issue explores data that provide a snapshot of how globalization is affecting the economy and changing its very nature. The data include the following: the share of worldwide gross domestic product (GDP) accounted for by trade has exploded; the U.S. economy is becoming more integrated into the world economy; the U.S. public understands it is part of the global economy; a surprising collection of states rely upon exports for part of their gross state product; the relationship between economic competitiveness and economic growth is strong and positive; many of the largest companies are now located outside the United States; labor force growth outside the United States is much faster; immigration is important for future labor force growth; investments in education are increasing in the world while falling in the United States; the United States performs poorly in international comparisons of academic achievement; U.S. workers are among the most likely to participate in job-related training; education and training courses use a variety of instructional media; the reason for non-participation varied across countries among those who wanted to participate in training but could not; Western Europe leads the United States and Japan in producing science and engineering Ph.D.s; and foreign students represent a large share of science and engineering Ph.D.s in the United States, yet more foreign-national Ph.D.s are returning home to work. (Contains 24 graphs.) (YLB)

ED 432 707 CG 029 394

Authier, Charlene; Hodges, Jilda; Srebro, Karen; Chambliss, Catherine

Faculty and Student Views of College Student Smokers.

PUB DATE- 99

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; *College Students; Higher Education; Individual Characteristics; *Perception; *Smoking; Stereotypes; Student Attitudes

Seventy-two nonsmoker and four smoker college faculty/staff members and 160 nonsmoker and 52 smoker college students from a small liberal arts college in a suburban area in the Northeast United States completed a 15-item survey concerning views of smoking. Participants were asked to rate "when you watch someone else smoke, how do they appear?" on the following dimensions: inadequate, relaxed, anxious, physically fit, alert, energized, jittery, confident, inconsiderate, attractive, sophisticated, secure, immature, content, and intelligent. Significant generation main effects were found on 10 of the 15 characteristic dimensions. On all of these variables, faculty/staff perceptions were more critical than student perceptions. Significant smoking history main effects were found on several variables. Ratings of perceived alertness, confidence, and physical fitness revealed former smokers to be more critical of smokers than those who had never smoked. In contrast, former smokers were less critical when evaluating the dimensions of anxiety, adequacy, jitteriness, and consideration of smokers. Significant generation by smoking status interactions were observed on three variables. On ratings of smokers' alertness and physical fitness, the faculty who had never smoked were more critical than their former smoking peers, whereas the most critical of all groups were those students who had quit smoking. This pattern was reversed for perceptions of smokers' maturity, for which former smoker faculty and those students who had never smoked were more critical than their respective peers. (Contains 4 tables and 19 references.) (MKA)

(055),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Administrator Role; Classroom Environment; Instructional Effectiveness; Primary Education; *Reading Instruction; *Reading Teachers; *Supervisors; *Supervisory Methods

IDENTIFIERS- Learning Environment; *Supervisor Supervisee Relationship

The role of the supervisor in improving the reading curriculum is more demanding than formerly, even as the teaching profession needs to make do with what there is in the public schools, be it class size, equipment, materials of instruction, or a hostile learning environment. The supervisor needs to look at two dimensions: personal lives of teachers and their professional growth in reading instruction. Reading teachers should make their needs known to the supervisor to strengthen the classroom environment, and conversely, the supervisor needs to be a good listener to problems in reading instruction as expressed by teachers. Reading supervisors need to be approachable; they should welcome teachers to identify reading problems faced in the classroom. The reading supervisor must realize that the community has expectations that pupils will become better readers. Parents should have the opportunity to meet with both teacher and supervisor. The supervisor may be chairperson and organizer of inservice education, workshops, and faculty meetings involving reading instruction. Supervisors and reading teachers need to guide students in developing an attitude of respect toward themselves and others, in an atmosphere of democracy. Students could make suggestions as to what to emphasize and study. The supervisor needs to be well versed in different kinds of software as well as in criteria to use in evaluating these products. (Contains 11 references.) (NKA)

*Instructional Materials; Primary Education; *Reading Materials; *Socioeconomic Status

Although scholars have called for greater attention to informational texts in the early grades for some time, there have been few data available about the degree to which informational texts are actually included in early grade classrooms, and in what ways. This study provides basic, descriptive information about informational text experiences offered to children in 20 first-grade classrooms selected from very low- and very high-SES (socio-economic status) school districts. Each classroom was visited for 4 full days over the course of a school year. On each visit, data were collected about the types of texts on classroom walls and other surfaces, in the classroom library, and in classroom written language activities. Results show a scarcity of informational texts in these classroom print environments and activities--there were relatively few informational texts included in classroom libraries, little informational text on classroom walls and other surfaces, and a mean of only 3.6 minutes per day spent with informational texts during classroom written language activities. This scarcity was particularly acute for children in the low-SES school districts, where informational texts composed a much smaller proportion of already smaller classroom libraries, where informational texts were even less likely to be found on classroom walls and other surfaces, and where the mean time per day spent with informational texts was 1.9 minutes, with half the low-SES classrooms spending no time at all with informational texts during any of the 4 days each was observed. Strategies for increasing attention to informational texts in the early grades are presented. Contains 100 references, and 5 figures and 4 tables of data. (RS)

and Exemplary English Teachers, and the Impact on Student Performance. CELA Research Report. Case Study Number 12003.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; Educational Philosophy; *English Instruction; High Schools; *Interprofessional Relationship; Middle Schools; *Professional Development; *Teacher Administrator Relationship
IDENTIFIERS- Dade County Public Schools FL; *Professional Concerns; Teaching Research

A case study, part of a larger 5-year Excellence in English (EIE) research project, focused on the Dade County (Florida) School District's Division of Language Arts/Reading. Over a 2-year period, four middle and high school English programs in Dade County were studied as part of the EIE project; this part of the project focused on the professional lives of teachers and the practices that support student achievement, specifically describing the interactions between teachers and language arts/reading administrators in the Dade County schools. The study was carried out over one school year, September 1997 through June 1998. Results indicated that in the search for the philosophical base for interactions, three themes emerged: knowing what the research says and sharing it; knowing and staying grounded in the classroom through ongoing dialogues and interactions; and knowing what is good for students and teachers and having a passion for doing it. Data showed that administrators support language arts/reading teachers in four important ways: by bringing experts to the teachers; by seeing the teachers as experts; by developing expertise together through professional dialogues and workshops; and by letting the teachers know they are special. Comments of teachers and students give a sense of the positive impact of the interactions between the central office and teachers and students; assessments used in the district and across the state give a measurable sense of impact of these interactions on teaching and learning. (Contains 8 tables of data and 18 references.) (NKA)

Brown, Hubert W.; Barnes, Beth E.
Student and Professional Attitudes Regarding Advertising Influence on Broadcast News Content: A Comparative Study.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Broadcast Journalism; Higher Education; *Mass Media Effects; *Mass Media Role; *News Reporting; *Student Attitudes

Students studying Broadcast Journalism or Advertising and professionals working in those fields were surveyed on their attitudes regarding advertising influence on broadcast news content. This study compares the attitudes of the students and practitioners in the respective professions. While students and professionals agreed on a majority of opinion statements, the areas where there was significant disagreement hold important implications for preparing students in both disciplines for the realities of the marketplace. Contains 27 references and 3 tables of data. (Author/RS)

ED 432 795 CS 510 127

Land, M. J.
Evidence of Gender Disparity in Children's Computer Use and Activities.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (82nd, New Orleans, LA, August 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Childrens Games; Comparative Analysis; *Computer Mediated Communication; Computers; Elementary Secondary Education; *Online Systems; *Sex Differences; Use Studies; Word Processing
IDENTIFIERS- *Computer Equity

This multi-method study examines the differences in male and female computer use in the home of children ages 9-14. Long interviews, observations, and surveys with children show males spend more time on the computer, but not on-line, than females. Males and females engage in different computer activities. They play computer games about the same amount of time, but females spend more time on the computer to do word processing and desktop publishing activities. Males play more games on-line, while females spend more time on-line to communicate. Contains 13 references and 12 tables of data. (Author/RS) groups; reading performance continues to improve as 84 percent of all students in grades 3-8 and 10 passed the reading TAAS in 1997, up from 77 percent 3 years ago; more students are taking the TAAS and fewer are being exempt; participation in advanced-placement examinations continues to increase; and from 1996 to 1997 the number of exemplary campuses rose by 73 percent and the number of recognized campuses increased by 24 percent. Although the annual dropout rate in 1995-96 stood at 1.8 percent for the second year in a row, enrollment in grades 7-12 rose by over 45,000 students, thus ameliorating the significance of this statistic. Finally, performance on the Algebra I end-of-course test rose from 28 percent passing in 1996 to 35 percent passing in 1997. (RJM)

ED 432 815 EA 029 965

Landerman, Paul W.; Sonnen, Arlene M.
The Superintendency and Educational Research: The Emergency Immigrant Education Program.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Administration; Educational Equity (Finance); Elementary Secondary Education; *Immigrants; Immigration; Leadership; Special Needs Students; *Superintendents
IDENTIFIERS- Elementary Secondary Education Act Title VII; *Emergency Immigrant Education Act 1984

This paper, intended for school superintendents, addresses educational concerns associated with the Emergency Immigrant Education Act. The article discusses the background and application of the act, emphasizing the fact that immigrant students affect areas such as distribution of resources, curriculum development, pedagogy, teacher preparation, and classroom space. It describes Title VII of the Elementary and Secondary Education Act and the reauthorization of the act and its intent to assist eligible local education agencies that experience unexpectedly large increases in their student populations due to immigration. The report discusses the students served by Title VII, the six states that educate the bulk of immigrant students, the special curricular needs for these students, and what should be known about immigrant students. The report outlines the problems in trying to study immigrant funding and student outcomes--problems such as access to funds, the ambivalence brought about by flexibility in policy, and the difficulty in reliable accountability studies. As the primary strategist for the school district, the superintendent must be able to formulate major priorities, directions, general programs, projects, and conceptualizations for the administration of the district's mission and goals. By doing so, superintendents can enhance systemic reform. (Contains 32 references.) (RJM)

PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Case Studies; Elementary Secondary Education; Instructional Leadership; *Leadership Qualities; Leadership Training; *Principals

This booklet was written for central-office administrators, board members, parents, teachers, and others who seek outstanding principals. It was also written for principals who want to improve their skills so they may serve their constituents, especially students, at the highest level. The booklet is the third installment in a trilogy of educational propositions developed to ensure excellence in education. Twenty-two principals, who are charter members of the National Association for Schools of Excellence (NASE), provided the success stories used in this publication. It lists the 10 essential elements for achieving success, such as high expectations, clear vision, and leadership, and outlines how partnerships with businesses can benefit both partners. The text advocates identifying and selecting the best people for teaching positions and describes how the role of the principal has changed from that of manager to leader. The document lists the eight key points of action for reaching international standards, including proper school structure, effective assessment, and parent involvement. It discusses the importance of a principal's personal qualities and convictions, such as a profound belief in the limitless possibilities of human potential. A question-and-answer section is followed by three appendices that include a position statement for NASE. (RJM) collaborative educational services. Evaluation involved semi-structured interviews at the beginning and end of the school year with the students with SED and their peers, parents, and regular and special education teachers, as well as analysis of completed surveys, questionnaires, and a behavior checklist. Results suggest that the project has had some initial impact upon all 12 students, their parents, educational and related service providers, community based service providers and businesses, and other community members. Educators and administrators strongly supported providing educational services for all children in the regular classroom environment, while parents felt strongly that education programs should address more than just academics. (DB) a GED to continue to be eligible for funds under the Individuals with Disabilities Education Act (IDEA); (3) state laws in 36 of the responding states allow any youth to take adult education courses and to meet secondary school requirements; and (4) in at least 22 states, students with disabilities who drop out of high school have the option of fulfilling graduation requirements or transition requirements under IDEA by taking adult education courses. Inquiry results by states are presented in a table at the end of the report. (CR)

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Educational Facilities Improvement; Elementary Secondary Education; Foreign Countries; *Outdoor Education; Planning
IDENTIFIERS- England; *Landscape Architecture; *Learning Environment

The Department for Education and Employment has produced this updated bulletin on school grounds development, highlighting the potential of these grounds as a valuable resource that can support and enrich the whole curriculum and the education of all pupils. The educational use of school grounds has positive affects on student attitudes towards their environment and can help pupils be better informed, responsible, and enterprising. Varied and flexible landscaping is important to afford many opportunities for learning by a diverse student body. Achievement of these goals requires communication and commitment of teachers, pupils, educational advisers, and landscape specialists. For new school sites, the landscape deserves as much attention as the building, and its financial allocation should be adequate enough to be viewed as an external works budget with sufficient allowance for aftercare. Improving existing grounds should involve pupils and teachers at the earliest stages, allowing for long-term changes in the grounds in successive years. Finally, grounds management and maintenance guidelines should determine the type and pattern of maintenance with support of landscape staff. Appendices include a suggested landscape survey checklist, a list of possible site features, a landscape brief for a new school, a management policy statement of objectives, publications relating to each section for further reading, and useful organizations. (GR)

NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Classroom Techniques; *Electronic Mail; *English (Second Language); Foreign Countries; Higher Education; *Language Patterns; Language Research; Measurement Techniques; Questionnaires; Rating Scales; *Second Language Learning; Writing Instruction; *Writing Strategies

A 50-item, five-point Likert scale inventory was designed to be a valid and reliable group-administered instrument to provide a profile of the declarative knowledge of electronic mail (e-mail) strategies used by students learning English as a second language (ESL) or foreign language (EFL). The inventory was developed primarily for voluntary use by ESL/EFL teachers. The Strategy Inventory for E-mail Writing (SIEW) is in questionnaire form and has four strategy subscales: cognitive; metacognitive; social; and affective. This report describes the development and pilot testing of the SIEW with two groups (n=51 and 208 college ESL students, respectively), and presents results. Implications for classroom ESL/EFL instruction and for incorporation of learning and writing strategy instruction are examined. The instrument is appended. (Contains 14 references.) (MSE)

Glasser began. Chapter 3 reviews the period September 1952 to October 1953 when the Board of Trustees moved to fire Professors Heimlich and Finley, evoking the automatic dismissal, and later firing Professors Glasser and Hoch. Chapter 4 then examines the period November 1953 to August 1956, when the signs of the Cold War era were coming to a close at Rutgers. Chapter 5 reviews the period September 1956 to October 1958, and chapter 6 covers the period November 1958 to April 1965. An epilogue and concluding chapter complete the book. Appendices include the questionnaire used to survey the Rutgers faculty and alumni for the study, a 1956 statement on academic freedom by the American Association of University Professors, and a 1958 statement by the Board of Governors of Rutgers. (Contains approximately 475 references.) (DB)

ED 432 936 HE 032 244

Bibliography of Education Theses in Australia. Number 20.
PUB DATE- 99
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Doctoral Dissertations; *Educational Research; Foreign Countries; Graduate Study; Higher Education; Masters Theses; Research and Development; *Theses
IDENTIFIERS- *Australia

This document is a collection of 483 abstracts of theses in the field of education from institutions of higher education in Australia. Introductory information includes explanatory material, a sample abstract, and listings of subject coverage for the included theses, Australian universities and the higher degrees they offer, and thesis authors by institution. Entries are arranged alphabetically by author. They include the author, title, award, university, date, and the author's abstract. A subject index is also included. (DB)

PUB DATE- 97
NOTE- 123p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Curriculum; *Curriculum Development; Diversity (Faculty); *Ethnic Groups; *Females; Higher Education; *Program Development; *Womens Education

This guide is intended to help college faculty and administrators initiate, plan, and conduct faculty development and curriculum projects concerned with incorporating the content and perspectives of women's studies and ethnic studies into college curricula. It describes the major stages and components of successful curriculum transformation projects based on analysis of approximately 180 such projects developed since 1980. Chapter 1 offers an overview of curriculum transformation, including a brief history and a discussion of its effects on faculty and students. Chapter 2, on beginning a project, stresses goal definition, project leadership and structure, soliciting campus support, and funding. Chapter 3 describes various project models, including workshops, seminars, and study groups; summer institutes; consortial projects; and use of outside consultants. Chapter 4 examines workshop content and dynamics; chapter 5 deals with resistance. Chapter 6, by Beth Vanfossen, is on project evaluation, and discusses reasons for evaluating projects, types of evaluation, deciding what to measure, and evaluation steps. The final chapter is on institutionalizing project results. Appendices provide additional information on the process of faculty change, versions of feminist phase/stage theory, and integration of ethnic content. (Contains 49 references.) (DB)

PUB DATE- 97
NOTE- 41p.; For related documents in this series, see HE 032 663-689.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Curriculum; *College Instruction; Ethnicity; Females; Feminism; *Feminist Criticism; Higher Education; Models; *Music; *Music Education; Music Theory; Race; Research; Research Methodology; *Sex Bias; Sex Differences; Sex Fairness; Sexuality
IDENTIFIERS- Gender Issues

This essay examines the ways in which music, as a discipline, has been influenced by feminist scholarship in the field. It explains that during the 1970s, music scholars began to recover the history of women composers and musicians, and that by the 1980s scholars such as Susan McClary had begun to explore such issues as musical semiotics and constructions of femininity and masculinity; sexual differences within the vocabulary of music theory; and aspects of desire as mapped onto tonality. Feminist scholars' rejection of the mind-body split has modified several areas of musical understanding, such as the recognition that "real" women (and men) perform music; acknowledging the physical response to music; linking musicality with sexuality or pleasure; and admitting the physical experience of performance as significant to music's meaning. Feminist musicology has challenged conventional wisdom in regard to the concept of musical greatness or genius, the primacy of Western art music in the canon, the periodization of music history, and the musical form's relation to (gender) ideology. Includes a list of electronic resources. A 195-item bibliography contains information on books and articles; special journal issues; specialized journals; and electronic resources. (MDM)

Educational Computing Conference Proceedings (20th, Atlantic City, NJ, June 22-24, 1999); see IR 019 708.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculus; Community Colleges; Computer Assisted Instruction; *Computer Attitudes; Cooperative Learning; Educational Change; Equal Education; Females; Grants; Graphing Calculators; *Instructional Development; Instructional Improvement; Interviews; *Mathematics Instruction; Problem Solving; *Sex Differences; *Student Attitudes; Student Surveys; Two Year Colleges
IDENTIFIERS- City University of New York Manhattan Comm Coll; National Science Foundation

Beginning in 1987, a reform movement was heavily funded by the National Science Foundation (NSF) to change the teaching of calculus. Borough of Manhattan Community College (BMCC) received seven NSF grants over an eight-year period, allowing the college to: establish a state-of-the-art calculus computer lab; purchase calculators, graphing calculators, and laptops; send selected faculty to workshops and run workshops for faculty; and hire half-time college lab technicians and support staff. This paper presents results of an assessment of how BMCC's students feel about themselves in pre-calculus and calculus classes and, in particular, how they feel about the use of computers, graphing calculators, working in groups, and creating written research projects and portfolios of their work. Students were asked, through a questionnaire and interviews, on a scale of one to five, how strongly they agreed with 15 statements; comments were also solicited. Data were analyzed for the whole cohort and then by gender to see if women responded differently than men. Results are discussed for each of the 15 statements, and student comments are reproduced. One implication of the study is that there needs to be increased sensitivity in order to make women equal partners in the classroom and laboratory. (AEF)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Computer Mediated Communication; Computer Oriented Programs; Computer Software Selection; Computer System Design; *Conferences; Decision Making; Foreign Countries; Guidelines; Individual Characteristics; Objectives; Online Systems; Participant Characteristics; Program Administration; *Teleconferencing; World Wide Web

IDENTIFIERS- *Moderation; Moderator Variables; Web Sites

This guide focuses on moderating non-pedagogical online conferences that use World Wide Web-based conferencing software, whether synchronous or asynchronous. The first section provides information on getting ready and discusses features and advantages of synchronous and asynchronous systems. The second section focuses on getting started, including determining objectives, making decisions about the conference itself, clarifying expectations, and technical support. The moderator's responsibilities are addressed in the third section, including organizational, social, and intellectual concerns. The fourth section describes factors that influence the outcome of an online conference, including the characteristics of the participants, their motivation, and the characteristics of a moderator. An appendix lists resources. (AEF)

information-based organizations. Also included are a bibliography for further reading, an information professionals and technology questionnaire, and an index. (Contains 57 references.) (AEF)

ED 433 034   IR 057 419

Smith, Henrietta M., Ed.
The Coretta Scott King Awards Book, 1970-1999.
PUB DATE- 99
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Artists; *Authors; *Awards; Blacks; Books; *Childrens Literature; Illustrations; Interviews
IDENTIFIERS- African Americans; Book Awards; *Coretta Scott King Award; *Illustrators

For 30 years, the Coretta Scott King Awards have honored notable African American authors and illustrators. This volume provides up-to-date information about the Coretta Scott King award books. Celebrating 30 years of African American contributions to children's literature, it serves as a selection tool and teaching resource, in both schools and library science programs, and aids librarians and teachers in sharing the African American literary heritage with children of all cultures. The book is organized in the following sections: (1) "Author Awards" includes summaries of the winner and honor books for each year, brief excerpts from selected books, and a conversation with Walter Dean Myers; (2) "Illustrations from Award-Winning Books" presents full-color illustrations from recently honored books; (3) "Illustrator Awards" contains summaries of the winner and honor books for each year, and a conversation with Jerry Pinkney; (4) "New Talent Awards" provides summaries of the winning books for 1995-99; and (5) "Selective Biographies" includes brief biographical sketches of many of the authors and illustrators. A comprehensive index covers authors, illustrators, and titles. (AEF)

emerged from the Higher Education Advocacy Team meetings in 1992: (1) better preparing students to enter college; (2) providing greater access to higher education for all West Virginians; (3) preparing students to compete in a global economy; (4) focusing resources in those areas which offer the greatest opportunities for students and for job creation and retention; (5) using resources to their maximum potential to ensure that West Virginia higher education is more productive; and (6) compensating faculty and staff at competitive levels to attract and retain quality personnel. These six goals provide the framework for the information and data reported in this document. The document opens with strategic plans of the system, a narrative, and statistical profiles of each of the 15 universities, state colleges, and community and technical colleges. Chapters 2 through 7 include numerous indicators that specifically address the statutory goals. The remainder of the report provides data on campus security, and materials describing West Virginia's vital Health Sciences and Rural Health Education Partnerships. (TGO)

that recent tuition increases for the UH system, as well as policy changes on the distribution and control of tuition and fees revenues, may align the UH figures more closely with those of its benchmark and peer group averages in the near future. Appendices include enrollment numbers in comparison to peer and benchmark groups as well as a list of terms and definitions. (JJL)

ED 433 073 JC 990 567

Enrollment Projections, University of Hawai'i, Fall 1998 to Fall 2004. Revised.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); *College Attendance; College Students; Community Colleges; *Declining Enrollment; Educational Demand; *Enrollment; *Enrollment Projections; Enrollment Rate; Enrollment Trends; Higher Education; Participation; State Universities; Tables (Data)
IDENTIFIERS- *University of Hawaii

This report provides a summary of enrollment projections for the University of Hawaii (UH) system, which includes three university and seven community college campuses. The projections are statistical extrapolations of current trends in enrollment by campus, based on unduplicated headcounts of full-time and part-time students enrolled in regular session day or extended-daycredit courses. Included are students in programs leading to a bachelor's degree or higher, students in programs leading to associate degrees or certificates, and unclassified students. Historical data are included in the tables and charts to facilitate comparison and analysis. They were compiled from the Student Enrollment Reports, the Academic Crossover Studies and the Course Registration Reports. Findings show that the enrollment of regular students for the University of Hawaii measured 45,251 in Fall 1997, a 3.9% decline from Fall 1996 and the third consecutive year of decrease. For Fall 1998, UH system enrollment is forecast to decline slightly, to just over 45,000. This projection is somewhat lower than that made last year and takes into account the recent enrollment decline across the UH system. Recommendations are made in response to findings that the UH system will experience little or no overall growth in enrollments. (JJL)

of Education; Parent School Relationship; Parent Teacher Cooperation; *Preschool Children; *Preschool Education; Primary Education; *School Readiness
IDENTIFIERS- England

This document summarizes the goals for learning to be achieved by English children by the time they enter compulsory education after their fifth birthday. The goals emphasize early literacy, numeracy, and the development of personal and social skills. Presented as six areas of learning, the goals provide a foundation for later achievement in Key Stage 1 of the National Curriculum. The report's introduction defines the six learning areas: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development, and creative development. The report delineates common features of good practice to support children's learning and key features underlying effective partnerships with parents. The bulk of the report shows in a tabular format how the desirable outcomes or learning goals in each area relate to National Curriculum Key Stages 1 and 2. (KB) curricula. The Narratives for Parenting Curricula provide a more elaborate description of the curricula and include a summary, culturally specific information, ordering details, and reviewers' remarks. The guide concludes with a form inviting readers to provide information about other available curricula. (KB)

DOCUMENT RESUME

ED 433 126 PS 027 841

Topping, Keith, Ed.; Ehly, Stewart, Ed.
Peer-Assisted Learning.
PUB DATE- 98
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Gifted; Learning Processes; Modeling (Psychology); Peer Evaluation; *Peer Teaching; Special Needs Students; Teaching Methods; *Tutoring
IDENTIFIERS- Vygotsky (Lev S)

Peer-Assisted Learning (PAL) involves students consciously assisting others to learn, and in so doing, learning more effectively themselves. PAL encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "cooperative learning" methods. This book presents PAL as a set of dynamic, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. Providing descriptions of good practice blended with research findings on effectiveness, the chapters detail procedures that can be applied to all areas of the school curriculum, and can be used with learners of all ability levels, including gifted students, students with disabilities, and second language learners. The chapters cover the basis and benefits of peer-assisted learning, peer tutoring, peer facilitation and education, peer feedback, and embedding and extended peer-assisted learning. The chapters are: (1) "Introduction to Peer-Assisted Learning" (Keith Topping and Steward Ehly); (2) "The Psychoeducational Basis of Peer-Assisted Learning" (Hugh Foot and Christine Howe); (3) "Advantages and Disadvantages of Peer-Assisted Learning Strategies" (Larry Maheady); (4) "Key Considerations in the Design and Implementation of Effective Peer-Assisted Learning Programs" (Elaine S. Chapman); (5) "Paired Learning in Literacy" (Keith Topping); (6) "Classwide Peer Tutoring" (Carmen Arreaga-Mayer, Barbara J. Terry, and Charles R. Greenwood); (7) "Reciprocal Peer Tutoring: Developing and Testing Effective Peer Collaborations for Elementary School Students" (John Fantuzzo and Marika Ginsburg-Block); (8) "Disruptive Students as Tutors: A Systems Approach to Planning and Evaluation of Programs" (Charles A. Maher, Brian C. Maher, and Cynthia Thurston); (9) "Tutoring and Students with Special Needs" (Thomas E. Scruggs and Margo A. Mastropieri); (10) "Peer Modeling" (Dale H. Schunk); (11) "Peer Education for Health" (Elspeth Mathie and Nick Ford); (12) "Peer Counseling" (Stewart W. Ehly and Enedina Garcia Vazquez); (13) "Peer Monitoring" (Carlen Henington and Christopher H. Skinner); (14) "Peers Assessing Peers: Possibilities and Problems" (Angela M. O'Donnell and Keith Topping); (15) "Mutual Tutoring: Embedding and Extending Peer-Assisted Learning" (Audrey Gartner); (16) "Peer-Assisted Learning beyond School" (Shirley Hill, Brian Gay, and Keith Topping); and (17) "Summary and Conclusions" (Stewart W. Ehly and Keith Topping). Each of the chapters contains references. The book concludes with an Afterword on Lev Vygotsky (Gita L. Vygotskaya). (HTH)

ED 433 127 PS 027 842

ED 433 145 PS 027 871

Raising a Reader, Raising a Writer: How Parents Can Help.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Parent Child Relationship; *Parent Materials; Parent Teacher Cooperation; *Reading; Reading Attitudes; Reading Habits; Reading Motivation; Writing Attitudes; *Writing (Composition)
IDENTIFIERS- International Reading Association; National Association Educ of Young Children

This brochure for parents reflects the position statement "Learning to Read and Write: Developmentally Appropriate Practices for Young Children," jointly issued by the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA). The brochure discusses ten simple suggestions for parents to nurture their child's development as a successful, enthusiastic reader and writer: (1) talk, sing, and play with your child; (2) make time to read together each day; (3) choose books with care; (4) surround your child with reading material; (5) slow down and have fun; (6) read it again and again; (7) foster your child's awareness of print and how to use it; (8) provide a variety of writing tools and materials; (9) don't push or pressure children about what or when to read; and (10) show children that you value their efforts. The brochure also offers: a list of what to look for in a child's classroom or care setting at the baby/toddler, preschool/kindergarten, and primary levels; suggested questions to foster conversation with a child's teacher; and further resources on children's books. (EV)

ED 433 146 PS 027 873

Katz, Lilian G.
Distinctions between Academic and Intellectual Goals in Early Childhood Education.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual European Early Childhood Research Conference (9th, Helsinki, Finland, September 1-4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Constructivism (Learning); *Early Childhood Education; Educational Needs; *Educational Objectives; *Intellectual Development
IDENTIFIERS- Project Approach (Katz and Chard)

Contrasting approaches to early childhood education are evident in the constructivist versus instructivist schools of thought. On one side, the child is seen as active constructor of knowledge and understanding; on the other, the child is dependent on another's instruction in knowledge and skills. This paper explores some of the implications of the traditional dichotomies in the field of early childhood education and raises issues leading to other ways to define the goals of the

ED 433 163 RC 022 055

Brown, Tricia
Children of the Midnight Sun: Young Native Voices of Alaska.
PUB DATE- 98
NOTE- 48p.; Photographs by Roy Corral. Foreword by Larry Merculieff.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; *Alaska Natives; *American Indian Culture; American Indian Education; American Indian History; Biculturalism; *Children; *Cultural Maintenance; Eskimos; *Nonformal Education; Personal Narratives
IDENTIFIERS- *Alaska; Aleut (Tribe); Subsistence Lifestyle

For Native children, growing up in Alaska today means dwelling in a place where traditional customs sometimes mix oddly with modern conveniences. Through their own words, this book explores the lives of eight Alaska Native children, each representing a unique and ancient culture: Eskimo--Yupik and Inupiat; Aleut; and Indian--Athabascan, Tlingit, Tsimshian, and Haida. Each written portrait is accompanied by photographs of the children in their Alaska villages and towns. The revival of interest in Native ways is evident, as the children describe language and culture classes in school and the critical role elders play in teaching traditional ways and the skills necessary to a subsistence lifestyle. These ways were almost lost as a result of centuries of non-Native schooling that prohibited Native languages or customs. (Contains a glossary, a map of Alaska Native homelands, many photographs, and 17 books recommended for additional reading.) (TD)

ED 433 164 RC 022 058

Beaulieu, Lionel J.
Improving Job Opportunities for Low-Income People: The Hope of the Workforce Investment Act of 1998.
SPONS. AGENCY- Farm Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Delivery Systems; *Disadvantaged Youth; *Education Work Relationship; *Employment Services; Extension Education; Federal Legislation; *Job Training; *Labor Force Development; Land Grant Universities; *Low Income Groups; Rural Areas; Welfare Recipients; Youth Programs
IDENTIFIERS- United States (South); Welfare Reform; *Workforce Investment Act 1998

The Workforce Investment Act of 1998 (WIA) makes it possible to build human capital resources by providing employment services and training to youth and adult dislocated workers. Such services are particularly needed in the rural South, where those affected by welfare reform have few job skills or educational credentials. WIA calls for the creation of state workforce investment boards appointed by the state governor. The governor and the workforce investment board then designate local workforce investment areas and create local workforce investment boards to develop a workforce preparation and employment system that meets the unique needs of their areas.

ED 433 182 SE 061 005

Report Card: Environmental Attitudes and Knowledge in America. The Fifth Annual Survey of Adult Americans.
SPONS. AGENCY- Roper Starch Worldwide Inc.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Attitude Measures; *Attitudes; *Environmental Education; *Environmental Influences; *Perception; Science Education; Surveys

This study investigates environmental knowledge, attitudes, and behavior among adult Americans. The fifth survey, conducted by Roper Starch, explores the relationship between attitudes about the environment and how those attitudes are affected by learning. This report concludes that Americans have very positive views toward the need to conserve environmental resources and, in most cases, see a need to do more to protect and conserve the environment. Sections include: (1) "A Sense of Balance in Environmental Attitudes;" (2) "Increasing Environmental Knowledge: The Concern--Education--Behavior Nexus;" (3) "Renewed Support for Government's Role in Environmental Affairs;" (4) "Case Study: Knowledge of a Specific Environmental Issue--Water;" and (5) "The Views of Outdoor Sports Enthusiasts." The research methodology is explained; an appendix containing a summary of changes and attitudes over time, and data on the environmental gender gap is included. (CCM)

ED 433 183 SE 061 145

Smith, Jeffrey P.
Graphing Calculators in the Mathematics Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; *Graphing Calculators; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *ERIC Digests

Graphing calculators present a challenging task for mathematics teachers in the classroom. This digest offers four distinct methods for using graphing calculators in mathematics classrooms, including: (1) tools for expediency; (2) amplifiers for conceptual understanding; (3) catalysts for critical thinking; and (4) vehicles for integration. Resources are provided for each method. (ASK)

ED 433 184 SE 061 146

Millsaps, Gayle M.; Reed, Michelle K.
Curricula for Teaching about Fractions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98

ED 433 209 SE 062 421

Boxer, Jennifer; Valenta, Carol
Special Effects Activity Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 28p.; Funding also provided by Silicon Graphics Computer Systems. Forty-minute IMAX film not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; Elementary Secondary Education; *Film Production; *Films; Higher Education; Photography; *Physics; Science Education; *Special Effects; *Technology; Visual Literacy

This guide accompanies "Special Effects," a 40-minute IMAX film and "Special Effects II", a multimedia, interactive traveling exhibit designed by the California Museum of Science and Industry. The exhibit focuses on the underlying scientific and technical processes of special effects from the earliest motion picture to state-of-the-art digital computer graphics. The guide contains activities, questions, and projects that allow students to create and further uncover the mystery of special effects. Contents include: (1) "Science Concepts"; (2) "More Than Meets the Eye (Perception)"; (3) "A Matter of Perception (Perception)"; (4) "Monsters, Motion, and Mechanics (Physics)"; (5) "Mysterious Makeup and Preposterous Props (Chemistry)"; and (6) "High-Tech Reality (Technology)." (CCM)

ED 433 210 SE 062 426

Frankovits, Nicholas; Luton, Grant; Rabelo, Javier
Duracell/NSTA Invention Challenge. Teacher Module.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Competition; High Schools; *Inventions; Scholarships; *Science Activities; *Science Fairs; *Science Projects

This teacher module provides background information and resources to the Annual Duracell/National Science Teachers Association Scholarship Competition Invention Challenge for high school students. Contents include: (1) "Introduction to the Competition"; (2) "Tips for Motivating Students"; (3) "Preparing for Inventing"; (4) "Teaching Invention: Open-ended Problem Solving, Preparing Students for the Duracell Competition, and Using the Duracell Competition to Supplement Your Curriculum"; (5) "Resources for Students and Teachers"; and (6) "'Scavenger' Parts List and Sample Activities." (CCM)

ED 433 211 SE 062 428

Replacing School Hatching Projects: Alternative Resources and How To Order Them.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 433 236 SE 062 764

Hanlon, Ellie H.; Schneider, Yasemin
Improving Math Proficiency through Self Efficacy Training.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Mathematics Achievement; Mathematics Instruction; Metacognition; Pilot Projects; *Self Efficacy; Teaching Methods

This paper reports the results of a pilot intervention designed to improve students' mathematics proficiency through self-efficacy training. Seventeen pre-first year college students participated in a five-week summer program that included whole class instruction, small group tutoring, and individual meetings with instructional coordinators. As part of the intervention, the students made self-efficacy judgments on each of ten daily quizzes and compared these judgments to their math quiz scores. In the individual meetings, the students identified short term goals, created and maintained self monitoring forms, and were introduced to a math heuristic: the math card. The data from the self-efficacy training intervention were then analyzed using a hierarchical linear model approach. Over time, students' achievement scores on a math proficiency exam improved significantly, as did their confidence levels about passing this exam. Students who participated in the self-efficacy intervention group outperformed students who were involved in the regular remedial classes. (Author)

ED 433 237 SE 062 775

Tracy, Dyanne M.; Gibbons, Mary K.
Deci-mania! Teaching Teachers and Students Conceptual Understanding of Our Decimal System.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constructivism (Learning); *Decimal Fractions; Elementary School Mathematics; Higher Education; Mathematics Activities; Mathematics Instruction; *Metric System; Middle Schools; Preservice Teachers; Teaching Methods

This article describes constructivist techniques for teaching concepts of decimals and metrics through the combination of innovative measuring tools, activities and videos in classrooms. Even though the chronological age of the students involved differed--fifth and sixth graders or pre-service teachers--it was discovered that similar activities helped all students learn the decimal and metric systems. Through teacher observation and informal interviews made by the authors, recommendations are made to upper-elementary math and science teachers as well as mathematics and science methods teachers at the university level. (Author/WRM)

ED 433 238 SE 062 776

DOCUMENT RESUME

ED 433 260 SO 027 375

Civics at Work: People, Government, and a Civil Society. Teacher's Guide and Student Resource Portfolio.
PUB DATE- 97
NOTE- 227p.; Components of "Civics at Work: People, Government, and a Civil Society": 5 video programs, student resource portfolio, and a 2 CD-ROM set are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship Education; *Civics; Decision Making; *Democracy; Democratic Values; Educational Objectives; High Schools; Social Studies; *United States Government (Course)
IDENTIFIERS- United States Constitution

This teacher's guide is part of a media package that also includes 5 video dramas, a 2 CD-ROM set, and a set of 30 student resource portfolios. The teacher's guide contains a semester of learning activities; the five video dramas use real-life situations to illustrate and teach civic events; the student resource portfolios have more than 40 printed resources for the lessons; and the 2 CD-ROM set has an extensive survey of the 200 years of U.S. government and the roots of today's civil society. The package is a comprehensive high school course grounded in the principles and practices of U.S. constitutional democracy. The program places heavy emphasis on learning civics within the contexts of schools, homes, and workplaces and through authentic instruction and collaborative learning. The course is based on the five organizing questions of the National Standards for Civics and Government and the five competencies identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report. The course focuses on the institutions of government, the rights and responsibilities of citizens, and the political participation of individuals and groups under the Constitution. The teacher's guide along with the student resources offers the core foundation for 80 lesson plans. Each 8-day unit is a collection of activities and assignments. The curriculum's five modules are divided into 10 units. Modules include: (1) "What is Government and What Should It Do?"; (2) "Basic Values and Principles of American Democracy"; (3) "The Constitution and Principles of American Democracy"; (4) "The Relationship of the United States to Other Nations and to World Affairs"; and (5) "The Roles of the Citizen in American Democracy." A list of 25 additional related Internet resources and a textbook correlation chart conclude the guide. (EH)

ED 433 261 SO 029 049

Current Issues: Critical Policy Choices Facing the Nation and the World. 1998 Edition and Teacher's Guide.
PUB DATE- 97
NOTE- 545p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DOCUMENT RESUME

ED 433 280 SO 031 029

Fowler, Frances C.; Poetter, Thomas S.
Framing French Success in Elementary Mathematics Curriculum and Pedagogy: Implications for American Educators.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Comparative Education; Elementary Education; Foreign Countries; *Instructional Effectiveness; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; National Curriculum; Qualitative Research
IDENTIFIERS- Bernstein (Basil); *France; Hiebert (James); Second International Mathematics Study; Stigler (James W); Theoretical Orientation; Third International Mathematics and Science Study

A study provides a deeper understanding of teaching elementary mathematics in France. France performed creditably in mathematics on both the Second International Mathematics Study (SIMS) and the Third International Math and Science Study (TIMSS). In analyzing the French approach to teaching elementary mathematics, three theoretical frames are used: sociocultural, official policy, and classroom practice. Five questions, developed by Stigler and Hiebert (1997), were employed to provide a theoretical framework for describing French classroom instruction. Basil Bernstein's "Class and Pedagogies: Visible and Invisible," which identifies a visible pedagogy (VP) characterized by strong "classification" and strong "framing," also was used. Data were analyzed by coding them in terms of the major concepts in Stigler and Hiebert. The formal curriculum in France is not a static entity but one whose potential lies in wait of the interpretation of practitioners, students, practice, and experience. Mathematics is strongly classified and tends toward reflecting a VP. Problem solving plays a central role in the French conceptions of teaching and learning mathematics in school. Findings suggest that French success on international mathematics tests cannot be understood as resulting from the sorts of policies that U.S. politicians recommend in the wake of publicity about U.S. scores on international comparisons. The French do not use a skill and drill approach and have no high stakes mathematics examinations during elementary school. Four probable reasons for their success are: (1) use of a constructivist approach in teaching mathematics; (2) use of instructional methods that are less disadvantageous for poor and minority children; (3) skillful use of formative assessment to guide teaching; and (4) teacher recruitment and selection processes which guarantee that knowledgeable professionals teach elementary mathematics. Contains a table and 28 references. (BT)

ED 433 281 SO 031 030

Fowler, Frances C.
Applying Hofstede's Cross-Cultural Theory of Organizations to School Governance: A French Case Study.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Comparative and International Education Society Conference (Toronto, Ontario, Canada, April

DOCUMENT RESUME

ED 433 297 SO 031 175

Mukai, Gary; Truong, Truc; Shen, Tony; Mori, Brent; Searight, Amy
U.S.-Japan Relations: The View from Both Sides of the Pacific. Part III, Introduction to International Trade: With a Focus on U.S.-Japan Economic Relations.
SPONS. AGENCY- Consulate of Japan, San Francisco, CA.
PUB DATE- 94
NOTE- 186p.; For Part II and III of the series, see SO 031 173-174. Funding for this project was also provided by International Business Communications, Inc., on behalf of the International Business Communications Council, and the Stanford East Asia National Resource Center.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Business; *Economics Education; Foreign Countries; *Global Education; *International Relations; *International Trade; Secondary Education; Social Studies
IDENTIFIERS- *Japan; United States

This curriculum unit is the third part of a three-part curriculum. The focus of this unit is on the U.S.-Japan economic relationship. Increasingly, the world resembles numerous, linked sub-economies fitting into an overall global economy. The making of almost any product relies in some way on international trading. In an increasingly economically interdependent world, it is vital that students become acquainted with the basic concepts underlying international trade. The goal of this curriculum unit is to give students an understanding of the concepts associated with international trade through focus on the U.S.-Japan economic relationship. Provided is a rationale and introduction to the lessons, along with unit goals, materials, time required, suggested sequence of activities, small group roles, grade levels, subjects, equipment needed, and icons. Lessons included in the unit are: (1) "Economic Interdependence"; (2) "The Process of Trade"; (3) "The Benefits of Trade"; (4) "The Problems of Trade"; and (5) "The Future of U.S.-Japan Relations." Handouts and primary source documents have been provided with each lesson to present students with a range of perspectives on the topic being studied. The volume concludes with a list of references and a glossary. (LB)

ED 433 298 SO 031 185

Current Issues: Critical Policy Choices Facing the Nation and the World. 2000 Edition and Teacher's Guide.
PUB DATE- 99
NOTE- 526p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); *Current Events; Foreign Countries; *Foreign Policy; Instructional Materials; *International Relations; Modern History; Political

ED 433 315 SP 038 719

Marx, Eva, Ed.; Wooley, Susan Frelick, Ed.; Northrop, Daphne, Ed.
Health Is Academic. A Guide to Coordinated School Health Programs.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 98
NOTE- 366p.; Foreword by Ernest L. Boyer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; *Comprehensive School Health Education; Coordination; Educational Environment; Elementary Secondary Education; Family School Relationship; Federal Government; Government School Relationship; *Health Promotion; Local Government; Lunch Programs; Nutrition; Physical Education; Program Development; School Community Relationship; School Counseling; *School Health Services; Social Services; State Government; Students; Teachers

This book presents a collection of papers that define comprehensive school health programs and their components and provide action steps for their implementation at the local, state, and national levels: (1) "Linking Health and Learning: An Overview of Coordinated School Health Programs" (Floretta Dukes McKenzie and Julius B. Richmond); (2) "Implementing Coordinated School Health Programs in Local Schools" (Joyce V. Fetro); (3) "Comprehensive School Health Education" (David K. Lohrmann and Susan F. Wooley); (4) "Family and Community Involvement in School Health" (Pauline Carlyon, William Carlyon, and Alice R. McCarthy); (5) "A Healthy School Environment" (Alan Henderson and Daryl E. Rowe); (6) "Physical Education" (Vernal D. Seefeldt); (7) "School Counseling, Psychological, and Social Services" (Howard Adelman); (8) "School Health Services" (Paula Duncan and Judith B. Igoe); (9) "School Nutrition Services" (Dorothy Caldwell, Marion Nestle, and Werner Rogers); (10) "School-Site Health Promotion for Staff" (John P. Allegrante); (11) "The State Role in Coordinated School Health Programs" (Donald Ben Sweeney and Patricia Nichols); (12) "The National Role in Coordinated School Health Programs" (Brenda Z. Greene and Kristine I. McCoy); and (13) "Summary: Fulfilling the Promise" (Eva Marx). Two appendixes offer "National Organizations that Support Components of Coordinated School Health Programs" and "Federal School Health-Related Clearinghouses." (SM)

ED 433 316 SP 038 720

Mok, Yan Fung; Kwong, Tsz Man
The Effects of School Level Factors in Affecting Secondary School Teachers' Participation in Continuing Professional Education.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Continuing Education; Educational Environment; Foreign Countries; Graduate Study; *Inservice Teacher

ED 433 335 SP 038 753

Wyatt, Robert L., III; Looper, Sandra
So You Have To Have a Portfolio. A Teacher's Guide to Preparation and Presentation.
PUB DATE- 99
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Portfolios (Background Materials); Preservice Teacher Education; Student Teachers; Teacher Certification; Teacher Competencies; *Teacher Evaluation
IDENTIFIERS- Oklahoma; *Teacher Portfolios

This book offers a step-by-step teacher's guide to developing professional portfolios tailored to specific uses. It is designed for use in professional development programs, teacher assessment programs, and teacher preparation courses. The eight chapters focus on (1) "Defining Portfolios and Their Purposes," (2) "Developmental Portfolios: Documenting Personal Growth," (3) "Showcasing Portfolios: Putting Your Best Foot Forward," (4) "Reflecting on Your Artifacts," (5) "Mapping Out the Plan," (6) "Self-Assessment of the Artifacts and Design," (7) "Putting It All Together: Nuts and Bolts," and (8) "Presenting the Professional Portfolio." Chapters 5-8 contain samples, checklists, and other hands-on materials available for use in completing a portfolio project. A resources section offers "Descriptive Words to Enhance Education-Related Activities," "Oklahoma General Competencies for Teacher Licensure and Certification," "On-Line Resources for the Development of Teacher Portfolios," "Portfolio Planner," "Portfolio Quality Checklist," and "Rubrics for Evaluating Portfolios." (Contains 36 references.) (SM)

ED 433 336 SP 038 754

Alt, Martha Naomi; Kwon, Jin; Henke, Robin R.
Teachers on Teaching. Results from the Schools and Staffing Survey.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Class Size; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Job Satisfaction; National Surveys; Private Schools; Public Schools; *Teacher Attitudes; Teacher Improvement; Teacher Participation; *Teacher Responsibility; *Teacher Role; Teacher Student Relationship; Teachers; *Teaching Conditions; Teaching Load; Working Hours
IDENTIFIERS- Schools and Staffing Survey (NCES)

This booklet provides snapshots of teachers' work lives, using information obtained from previous Schools and Staffing Surveys (SASS). The SASS is a set of integrated questionnaires that collect information nationwide about schools and the staff who work in them. A wide variety of schools complete the surveys. The SASS Teacher Questionnaire asks teachers about many topics, including their workloads; their experience, education, and professional development; their influence over school policies;

ED 433 355 TM 030 024

White, Doris A., Comp.
West Virginia Report Cards Trend Data 1993-1994 through 1997-1998.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Advanced Placement; Attendance; College Entrance Examinations; Dropouts; Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment; *Report Cards; Tables (Data); *Test Results; Trend Analysis
IDENTIFIERS- *West Virginia

A series of tables presents information about trends in educational data from West Virginia from 1993-94 through 1997-98. Data are organized into the following categories: (1) Advanced Placement Test information; (2) American College Testing scores; (3) attendance rate; (4) average class size; (5) classrooms with split grades; (6) dropout rate; (7) educational experience of professional staff; (8) enrollment by subject area in grades 9-12; (9) exemptions to teacher/pupil ratio; (10) graduates; (11) level of education for professional staff; (12) per pupil expenditures; (13) Preliminary Scholastic Aptitude Test results; (14) pupil/administrator ratio; (15) Scholastic Aptitude (Assessment) Test results; (16) Stanford Achievement Test results, grades 3 through 11; (17) student enrollment; and (18) numbers of teachers. Contains a list of definitions and sources. (SLD)

ED 433 356 TM 030 025

Gonzalez, Rosa Maria
Bilingual/ESL Programs Evaluation Report, 1997-98. Publication Number 97.08.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Program Effectiveness; Program Evaluation; Spanish; Tables (Data)
IDENTIFIERS- *Austin Independent School District TX

In compliance with Texas state law, the Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): bilingual education and English-as-a-Second-Language (ESL). ESL is both a component of bilingual English and a stand-alone program. In 1997-98, AISD enrolled 10,538 LEP students, 92 percent of whom were Spanish speakers. Three groups of exited LEP students have been observed since 1994-95. Compared to students districtwide, the most recently exited group was recommended for retention less often, earned higher grade point averages, had lower school leaver rates, and had higher attendance rates. Former LEP students in the latest exit group in middle and junior high had lower discipline rates than students districtwide. Similar positive findings were apparent in many areas for students in the two earlier exit groups. Students still receiving LEP services had lower achievement test scores than students

DOCUMENT RESUME

ED 433 377 TM 030 574

The National Education Goals Report: Building a Nation of Learners, 1999.
PUB DATE- 99
NOTE- 94p.; For the 1998 National Education Goals Report, see ED 421 553.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Higher Education; National Programs; Preschool Education; State Programs; Tables (Data)
IDENTIFIERS- *Educational Indicators; National Education Goals Panel; *National Education Goals 1990; Reform Efforts

This report, ninth in a series, is designed to indicate progress made by the United States toward the eight National Education Goals. Following a statement of the eight Goals, part 1 explains the nature and purposes of the Goals. Part 2, "Summary of Progress to Date," evaluates national and state progress made toward these goals since 1990, the year they were established, placing emphasis on state improvement over time. Part 3 summarizes national progress, and part 4 summarizes state progress for each goal for the 34 state indicators. Much has been accomplished, but progress toward the Goals has not been uniform across the Goals or across the states. Much more must be done, particularly with regard to teacher education and professional development, mathematics and science achievement, the reduction of drug and alcohol use, and the promotion of safe and orderly schools. Three appendixes contain technical notes and sources for national and state indicators and acknowledgments. (SLD)

ED 433 378 UD 032 984

Iannone, Patrick
From the "War Room" to the Classroom: Understanding the Perceptions and Practices of a Literacy Teacher in an Urban High School Service-Learning Program.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum; *Educational Objectives; Grants; High Schools; *Literacy; *Secondary School Teachers; *Service Learning; Urban Schools

Service learning is an innovation gaining momentum in U.S. education. A case study was conducted to learn how and why one teacher in a first-year, grant-funded service learning program, cosponsored by an inner-city school district, used literacy in the classroom. Semistructured interviews and classroom observations were used over an 8-month period to gain insight into this teacher's daily experiences in the classroom, focusing on: (1) how the teacher's personal goals influenced literacy instruction; (2) how the literacy instruction was influenced by content area curriculum goals and grant agendas; and (3) how the literacy instruction was influenced by systematic constraints. Qualitative analysis reveals that personal goals for literacy activities with real world purpose were significantly influenced by content area curriculum goals

Philadelphia plan. (Contains 10 tables and 21 references.) (SLD)

ED 433 399 UD 033 086

Shrake, Eunai Kim
The Effect of Parenting Styles on Adolescent Problems: A Case of Korean Americans.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Attitudes; Behavior Patterns; Behavior Problems; *Cultural Differences; High School Students; High Schools; *Korean Americans; *Parent Child Relationship; *Parenting Skills
IDENTIFIERS- *Externalization; Internalization

Focusing on Korean Americans, this study examined the overall pattern of adolescents' perceptions of their parents and its effects on adolescent problem behaviors. Analyses of survey data from 218 Korean American adolescents indicated that these adolescents perceived their parents as "authoritarian yet warm," and that this parenting style had an adverse effect on adolescents' internalizing problems but not on externalizing problems. These findings are partly explained as a function of the Korean American culture and ethnic context. Since these findings differ from European American norms, the study points to the need to consider implications of culture as well as the ethnic experiences in understanding the dynamics of parent-child relationships in Asian American families. It also suggests the need for culturally sensitive indices for Asian American parenting research. (Contains 65 references.) (Author/SLD)

ED 433 400 UD 033 087

Wingfield, Marvin; Salam, Shereen
Working with School Systems: Educational Outreach and Action Guide.
PUB DATE- 93
NOTE- 24p.; Part of ADC's "Reaching the Teachers" campaign. Introduction by Albert Mokhiber, President.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arabs; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Faculty Development; *Multicultural Education; *North Americans; *Parent Participation; Parents; Racial Identification

This guide explains how individuals and American-Arab Anti-Discrimination Committee (ADC) chapters can work with school systems to reduce discrimination against students of Arab background and to educate teachers and other students about the cultures of the Middle East. Arab Americans can make a difference in the school systems by personal involvement in the schools and by providing teachers with the many excellent teaching materials that have been developed in recent years. The first step, and key to success, is to identify and develop

Food, Family and Fun: A Seasonal Guide to Healthy Eating. Commemorating 50 Years of School Lunch.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Cooking Instruction; Elementary Secondary Education; Learning Activities; Lunch Programs; *Nutrition; *Nutrition Instruction; Parent Materials; *Recipes (Food)
IDENTIFIERS- *Cook Books; Family Activities; School Lunch Program; *Seasons

Helping children make food choices for a healthy diet can be challenging. This book is designed as a resource guide and cookbook for parents to help them make healthful eating and cooking with children tasty, simple, affordable, and fun. The book is a collection of 50 recipes organized by season, and featuring family nutrition education activities. The book concludes with a resource section including community resources such as a list of local farmers' markets and state extension contacts for the United States Department of Agriculture's Team Nutrition; hotline numbers and Internet addresses; and healthful eating suggestions such as making food substitutions. (KB)

ED 433 128 PS 027 846

Kuchner, Joan F.
Child's Play: A Work-Family Issue.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual National Coalition for Campus Children's Centers Conference (St. Louis, MO, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Parent Child Relationship; *Parents; *Play; Preschool Children; Preschool Education; Preschool Teachers; Stress Management
IDENTIFIERS- Daily Routines; Family Activities; Play Learning

Many parents find that the daily stress of coping with the demanding realities of their work lives leaves them with little personal and family time; playing with their children may therefore fall to the bottom of the "to-do list." One of the tasks of early childhood professionals thus becomes helping parents understand the nature and value of play and guiding them toward an appreciation of how playful parent-child interactions may assist parents in reaching their own goals. This paper provides information for early childhood professionals to use toward that end. The paper discusses the role of play as: (1) part of a time management strategy to build relationships with their children, encouraging their success and their health--thereby meeting long-term goals; (2) reducing stress for parents and children; (3) facilitating school readiness; (4) nurturing communication skills that are part of emotional intelligence; (5) providing an avenue for emotional expression; (6) nourishing to the parent-child relationship; and (7) providing the basis for positive field. To a large extent both sides of the early childhood curriculum debate may be overlooking other options. In particular, the debate under-emphasizes and under-values a third option: namely, the importance of children's intellectual development. Differences between intellectual and academic goals and activities are outlined: while academic goals address small units of knowledge and skills, intellectual goals address dispositions or habits of mind that include a variety of tendencies to interpret experience. It is reasonable to assume that the major intellectual dispositions are in-born in all children, but that unless the curriculum provides contexts in which the intellectual dispositions can be exercised and strengthened, they may be weakened or even lost. However, a strong academic "instructivist" approach may undermine the disposition to use the very knowledge and skills so intensely instructed. Thus the appropriate curriculum for young children is one that addresses the acquisition of academic skills (for example, how to read) in such a way that the dispositions to use them are also strengthened (for example, liking to read). The paper concludes by describing project work as a context for exercising both intellectual dispositions and academic skills. Contains 30 references. (EV)

ED 433 147 PS 027 883

Brimhall, DeeAnn W.; Reaney, Lizabeth M.; West, Jerry
Participation of Kindergartners through Third-Graders in Before- and After-School Care. Statistics in Brief.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Educational Attainment; *Elementary School Students; Employed Parents; Ethnicity; Family Characteristics; Family Income; Mothers; Primary Education; Race; *School Age Day Care; Tables (Data)
IDENTIFIERS- Child Care Costs; *National Household Education Survey

The early childhood program participation component of the National Household Education Survey (NHES) was developed to collect information on children's experiences in a wide range of care settings. Findings of the NHES for 1995 found that approximately 39 percent of the nation's primary school children receive some form of nonparental care before and/or after school on a weekly basis. Children may receive before- and after-school care in home-based or in center-based settings, but are more likely to spend time in such care after school than before school, and are more likely to be cared for by a relative. Overall, very few children care for themselves before and/or after school. In general, part-day kindergartners participate in some form of nonparental care arrangements more than first through third graders. Black children are more likely to receive after-school care than children of any other race or ethnicity. While participation in after-school care does not differ by household income, there are differences by family type: children living with only one parent or no parents (guardian or grandparents) are more likely than those living with both parents to participate in after-school care arrangements. Children whose mothers did not complete high school are less likely to receive after-school care than those of mothers with a high school diploma or college degree. Children were also more likely to participate in after-school

Each local board must assemble a youth council charged with developing a comprehensive plan to address the education and workforce preparation needs of low-income youth. Local boards are also responsible for selecting One-Stop System operators and providers of youth activities. Youth targeted are 14-21 years old, low-income, and experiencing at least one challenge such as being a school dropout, pregnant, an offender, or disabled. The One-Stop Delivery system is available to adults and dislocated workers, and provides three levels of services: core, intensive, and training. Priority attention must be given to public assistance participants and low-income individuals. Possible roles for land grant universities, and their extension services in particular, are in labor market information and assessments, local workforce investment board training, support for One-Stop Centers, delivery of educational services for dislocated and at-risk populations, assisting the youth councils through the 4-H programs, youth leadership development, performance accountability, and economic development opportunities. (TD)

ED 433 165 RC 022 065

Proceedings of the 1998 Migrant Farmworker Stream Forums: Annual Midwest Farmworker Stream Forum (8th, San Antonio, Texas, November 5-8, 1998); Annual East Coast Migrant Stream Forum (11th, Springfield, Massachusetts, November 13-15, 1998); Annual Western Migrant Stream Forum (8th, Sacramento, California, January 29-31, 1999).
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Health Needs; Health Promotion; *Information Dissemination; Interprofessional Relationship; Medical Research; *Migrant Health Services; *Migrant Problems; Migrant Workers; Networks; Public Health; *Research Needs; *Research Problems; Researchers

Researchers, advocates, and clinicians met at the three 1998 migrant stream forums to develop strategies for farmworker health research. The introductory section of this proceedings discusses this year's focus--building research partnerships to improve migrant health--and describes planning and implementation of the forums' research track. Sessions offered mini-lectures on specific types of research and training to participants unfamiliar with research methods. Research needs/gaps, potential collaborators, and venues for research dissemination were identified during topical working groups on migrant children, health access, occupational health, environmental health, and mental health. Working group reports addressed specific needs of migrant farmworkers, the probability that research could make a difference, the interest in identifying additional collaborators, and the inherent problem in doing this type of research. Barriers to research for farmworkers include their status as a hidden population, farmworker mistrust, professional interdisciplinary differences, and limited existing literature. Recommended research strategies and suggested research topics are listed. All three forums were successful in including new participants in the academic community, increasing interest in farmworker research among health care providers, organizing a listserv for researchers and providers, beginning work on research standards, and including college students in the research tracks. Reports on each forum include an overview, a list of

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Resources; Elementary Education; Elementary School Mathematics; *Fractions; *Mathematics Curriculum; *Mathematics Instruction
IDENTIFIERS- ERIC Digests; *Representations (Mathematics)

The study of fractions is fundamental in mathematics, yet it is among the most difficult topics for school students. This digest discusses the issues that students face in studying fractions and offers a curriculum consisting of four modules for teaching about fractions. Information about the Rational Number Project, additional resources, and World Wide Web sites are also provided. (ASK)

ED 433 185 SE 061 158

McCann, Wendy Sherman
Science Classrooms for Students with Special Needs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Disabilities; Educational Technology; Elementary Secondary Education; *Inclusive Schools; Laboratory Equipment; Mainstreaming; *Science Instruction; *Special Needs Students; Teacher Attitudes; Teaching Methods
IDENTIFIERS- ERIC Digests

This digest summarizes research on teaching special needs students relative to the concerns of K-12 science teachers. Guidelines for instituting inclusive policies and practices are presented. Strategies for preparing science classroom materials and adapting teaching methods for students with physical and learning disabilities are also discussed, along with the importance of science teachers' attitudes toward special needs students. A brief list of Internet resources for educating special needs students is featured. (ASK)

ED 433 186 SE 061 233

Shapiro, Bonnie; Melrose, Sherri
A Research Approach To Bring Student Views into the Creation of Professional Development Experiences.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the International Consortium for Research in Science and Mathematics Education (7th, Port of Spain, Trinidad and Tobago, February 25-28, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Higher Education; *Nurses; *Preservice Teacher Education; *Professional Development; Science Education; *Student Teachers

This paper presents two studies in which personal constructs are

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Caretakers; Animal Husbandry; Animals; *Birds; Elementary Secondary Education; Environmental Education; *Ethics; Farm Occupations; *Moral Values; *Ornithology; *Science Activities; Values Clarification; Zoology

This booklet argues against the use of school bird-hatching projects, citing a variety of environmental and ethical concerns about such projects. Alternative resources and suggestions for alternative activities are presented. (WRM)

ED 433 212 SE 062 437

Andersen, Ole; Marsh, Marcy; Harvey, Arthur
Learn with the Classics: Using Music To Study Smart at Any Age.
PUB DATE- 99
NOTE- 104p.; Also includes companion CD. For related CD-ROMs, see SE 062 438-439.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Achievement; Elementary Secondary Education; Higher Education; *Integrated Activities; Mathematics Education; *Music; Optical Disks; Science Education

This book, accompanied by a musical CD-ROM, provides information on how to enhance learning through music at any age. Sections include: (1) "Let Music Prime Your Brain For Learning," which teaches how important it is to prime the brain for learning through music; (2) "Study Smart," which demonstrates highly effective studying techniques devised by experts and proven by research to power the learning capacity; (3) "Learn to Learn Better," which studies the understanding of the science of the brain; (4) "The Sound of Music: The Whys, the Hows, the Wherefores," which demonstrates how to use music in the study routine; and (5) "The Mozart Effect," which investigates the powers of Mozart's music to create a fitness program for the brain. Also included are information on designing a study model, learning strategies, and study tips. (CCM)

ED 433 213 SE 062 443

Tunnicliffe, Sue Dale; Reiss, Michael J.
What Sense Do Children Make of Three-Dimensional Life-Sized "Representations" of Animals?
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Animals; Concept Formation; Elementary Education; Foreign Countries; Learning Activities; *Models; *Museums; *Perception; Robotics; *Student Attitudes; *Wildlife

This study examines what children learn about animals. The mental models that children reveal through their talk when they are faced with several different types of representations are reviewed. These representations are provided by robotic models in a museum, preserved animals in a museum, and preserved animals borrowed from a museum and presented in a school setting. The features of an animal, which are defining ones for a child, can be revealed by obtaining representations from the child of specimens that the child has viewed. These

Truran, John M., Ed.; Truran, Kathleen M., Ed.
Making the Difference. Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia Incorporated (22nd, Adelaide, South Australia, July 4-7, 1999).
PUB DATE- 99
NOTE- 589p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Arithmetic; *Educational Research; Educational Technology; Elementary Secondary Education; Evaluation; Foreign Countries; Mathematics Achievement; *Mathematics Education; Problem Solving; Statistics; *Teaching Methods
IDENTIFIERS- *Australasia

Papers from the 22nd Annual Conference of the Mathematics Education Research Group of Australasia Incorporated include the following: (1) "Making Sense of Primary Mathematics" (Gillian M. Boulton-Lewis); (2) "Seeking a Rationale for Particular Classroom Tasks and Activity" (Peter Sullivan); (3) "Research in Mathematics Education in Australia: What it Was--What it Is--What it Might Be" (J.P. Keeves); (4) "Successful Percent Problem Solving for Year 8 Students Using the Proportional Number Line Method" (Shelley Dole); (5) "Cumulative and Exploratory Talk in a Collaborative Learning Classroom" (Mary Barnes); (6) "A Case Study of Teacher Endorsement of an Integrated Learning System" (Annette R. Baturo, Campbell J. McRobbie, Tom J. Cooper, and Gillian C. Kidman); (7) "Enactivism and Mathematics Education" (Andy Begg); (8) "The Writing of Explanations and Justifications in Mathematics: Differences and Dilemmas" (Brenda Bicknell); (9) "The Mathematical Achievement of Children in the Count Me In Too Program" (Janette Bobis and Peter Gould); (10) "Mathematics, ICT and Effective Teaching" (Rod Bramald and Steve Higgins); (11) "Mathematics Teachers and the VCE: Broadening the Educational Landscape" (Christine Brew, Gilah Leder, and Glen Rowley); (12) "An Exploration of Gender Differences in Subject Choice and Belief among Year 12 Students" (Peter C. Brinkworth); (13) "Speaking with Authority in Episodes of Mathematical Discourse" (Raymond A.J. Brown and Peter Renshaw); (14) "Do Games Help the Learning of Probability?" (Tim Burgess); (15) "Invented Algorithms: Teachers Face the Challenge" (Anne Buzeika); (16) "Developing Performance Assessment Tasks in Mathematics: A Case Study" (Rosemary A. Callingham); (17) "Children's Informal Composite and Truncated Partitioning Strategies" (Kathy Charles and Rod Nason); (18) "Jumping to Conclusions: Data Interpretation by Young Adults" (Helen L. Chick); (19) "Conceptual Modelling of Functions by an Experienced Teacher" (Mohan Chinnappan and Mike Thomas); (20) "The Use of Concept Mapping Procedure to Characterize Teachers' Mathematical Content Knowledge" (Mohan Chinnappan, Michael Lawson, and Rod Nason); (21) "Equals, Expressions, Equations, and the Meaning of Variable: A Teaching Experiment" (Tom J. Cooper, Anne M. Williams, and Annette R. Baturo); (22) "Assessing Diagram Quality: Making a Difference to Representation" (Carmel M. Diezmann); (23) "Enhanced Mathematics Learning: Does Technology Make a Difference?" (Katherine Dix); (24) "Of Course I Can 't Do Mathematics: Ethnicity and the Stereotyping of Mathematics" (Helen J. Forgasz, Gilah C. Leder, and Tasos Barkatsas); (25) "Student Participation: Phenomenon and Analysis" (Patricia A. Forster); (26) "A Tale of Two Cities: When Mathematics, Computers, and Students Meet" (Peter Galbraith, Chris Haines, and Mike

DESCRIPTORS- Citizenship Education; *Controversial Issues (Course Content); *Current Events; Foreign Countries; *Foreign Policy; Government Role; Instructional Materials; *International Relations; Modern History; *Political Science; Secondary Education; Social Problems; Social Studies; Teaching Guides; United States History; *World Affairs; World History

This student text and teacher's guide feature current events and policy issues that are in discussion today. The books offer background on important domestic and foreign policy issues and present arguments from both sides of key issues. The books are divided into three sections. Section 1, "The Federal Government," contains: (1) "The Clinton Administration"; (2) "The 105th Congress"; and (3) "The Supreme Court." Section 2, "Domestic Policy Issues," includes: (1) "The Budget Deficit"; (2) "Constitutional Rights"; (3) "Crime and Drugs"; (4) "The Economy"; (5) "Education"; (6) "Environment"; (7) "Health Care"; (8) "Immigration"; (9) "Poverty"; and (10) "Women and Minorities." Section 3, "Foreign Policy Issues," contains: (1) "Defense"; (2) "Democracy and Human Rights"; (3) "International Trade"; (4) "Weapons Proliferation"; (5) "World Poverty and Foreign Aid"; (6) "East Asia"; (7) "Europe"; (8) "Latin America"; (9) "The Middle East"; and (10) "Russia." A 60-item list of books and articles that provide further information and perspectives on many of the topics covered is given. The teacher's guide contains lesson plans for each unit. Also included are unit test materials, unit test answers, student handouts, and student handouts for lower reading levels. (LB)

ED 433 262 SO 029 124

Perspectives: Readings on Contemporary American Government and Teacher's Guide.
PUB DATE- 97
NOTE- 339p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; *Citizenship Education; *Civics; Democracy; Instructional Materials; *Political Science; Secondary Education; Social Studies; *United States Government (Course); United States History

This student reader accompanies a teacher's guide of the same name. The essays in this book provide firsthand perspectives on how the federal government works. Essays by President Bill Clinton, Speaker of the House Newt Gingrich, justices of the Supreme Court, journalists, lobbyists, and others who take an active role in this nation's democracy are included. Case studies accompany each section and examine particular topics in depth. The sections of the book include: (1) "The Constitution"; (2) "The Congress"; (3) "The Presidency"; (4) "The Bureaucracy"; (5) "The Judiciary"; (6) "The Media"; (7) "Interest Groups"; and (8) "The People." The teacher's guide contains the following for each unit: objectives; key terms; suggestions for motivating students; student activities; and enrichment activities. Student handouts are included. (EH)

ED 433 263 SO 030 717

Current Issues: Critical Policy Choices Facing the Nation and the World. 1999 Edition and Teacher's Guide.
PUB DATE- 98

16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Elementary Secondary Education; Foreign Countries; *Organizational Theories; *Public Schools; *School Administration
IDENTIFIERS- *France; Hofstede (Geert); *Organizational Culture; Organizational Research; Organizational Structure; Theoretical Orientation

This paper applies Geert Hofstede's cross-cultural theory of organizational structure and behavior to school administration, examining the governance structure of the French public school system to determine how accurately it predicts the form of that educational organization. The first section of the paper presents Hofstede's theory and his findings on French organizational attitudes. Next, the paper describes methodology for the study which is based on a re-analysis of data gathered over the course of 15 years. It then presents findings. Finally, the paper closes with a general discussion of the predictive power of Hofstede's theory when applied to the French case study data. Contains 21 references. Appendixes contain 6 figures. (BT)

ED 433 282 SO 031 031

Fickel, Letitia Hochstrasser
Democracy Is Messy: Exploring the Beliefs and Personal Theories of a High School Social Studies Teacher.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; High Schools; Interviews; Naturalistic Observation; *Secondary School Teachers; *Social Studies; *Teacher Attitudes; Teacher Education; *Teacher Student Relationship

A case study examined the beliefs and theories of a high school social studies teacher and the life experiences he used to explain how he came to hold those beliefs. Examining the teacher's beliefs and theories and also the experiential roots of these theories offers greater potential for illuminating the role of teacher biography in curriculum decisions and the implications of biographical issues for teacher education. Naturalistic inquiry methods of observation and semi-structured interviews were the predominant modes of data collection. The teacher-participant was selected by criterion-based sampling. From data analysis of classroom observation, fragments of his classroom dialogue that appeared to represent a theory or belief were selected and used as talking points during the interviews. The teacher's classroom instruction was consistently reflective of how he portrayed it in the stories and conversations he shared outside the classroom. He talked explicitly about his philosophical stance and the beliefs that formed the framework for his classroom actions. A focus on social issues and problem-centered critical inquiry are key features of social education theory and hallmarks of his practice. He seemed to have a set of strong schema about education, knowledge, learning, and teaching from which to make

Science; Public Policy; Secondary Education; Social Problems; Social Studies; United States History; *World Affairs; World History

This student text and teacher's guide feature current events and policy issues that are in discussion today. The books offer background on important domestic and foreign policy issues and present arguments from both sides of key issues. The books are divided into three sections. Section 1, "The Federal Government," contains: (1) "The Clinton Administration"; (2) "The 106th Congress"; and (3) "The Supreme Court." Section 2, "Domestic Policy Issues," includes: (1) "The Federal Budget"; (2) "Constitutional Rights"; (3) "Crime and Drugs"; (4) "The Economy"; (5) "Education"; (6) "Health Care and Aging"; (7) "Immigration"; (8) "The Media"; (9) "Poverty"; and (10) "Women and Minorities." Section 3, "Foreign Policy Issues," contains: (1) "Defense"; (2) "Democracy and Human Rights"; (3) "The Global Environment"; (4) "International Trade"; (5) "Weapons Proliferation"; (6) "World Poverty and Foreign Aid"; (7) "East Asia"; (8) "Europe and Russia"; (9) "Latin America"; and (10) "The Middle East." A 60-item list of books and articles that provide further information and perspectives on many of the topics covered is given. The teacher's guide contains lesson plans for each unit. Also included are unit test materials, unit test answers, and student handouts. (LB)

ED 433 299 SO 031 199

Nixon, William A.
The Election of 1800: Teaching about a Critical Moment in the History of American Constitutional Democracy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Democracy; *Elections; Elementary Secondary Education; *Presidential Campaigns (United States); Presidents of the United States; Social Studies; *United States History
IDENTIFIERS- Adams (John); Burr (Aaron); ERIC Digests; Federalists; Hamilton (Alexander); Jefferson (Thomas); Republican Party; Twelfth Amendment; *United States Constitution

In 1800 the U.S. democracy faced a challenge when Republican Thomas Jefferson defeated Federalist President John Adams. The Federalists handed over the reins of power to their hated rivals, setting a precedent that has guided U.S. politics ever since. This precedent established the tradition of the peaceful transfer of power. The bicentennial of Thomas Jefferson's election is an appropriate time to reflect upon this event and its place in the school curriculum. The key concept to teach about the election of 1800 is the crucial role of political parties in the U.S. democratic system. In addition, the election of 1800 should familiarize students with the electoral system and the important leaders and ideas of the first two political parties. The 1800 election offers an excellent opportunity to teach using historic documents. The presentation of the election of 1800 should grow in complexity as students mature. Elementary students should be introduced to the role of

Education; Job Performance; Job Satisfaction; Parent School Relationship; Principals; School Culture; Secondary Education; *Secondary School Teachers; Socioeconomic Status; *Teacher Attitudes; *Teacher Improvement; Teacher Motivation; Teaching Conditions

IDENTIFIERS- Hong Kong

This study investigated the effects of school-level and individual-level factors influencing the participation and nonparticipation of secondary school teachers in continuing professional education (CPE). Researchers randomly selected 25 out of Hong Kong's 442 secondary schools to participate. All teachers in the schools were invited to complete a questionnaire, and 839 out of 1,364 teachers responded with usable questionnaires (373 participants, 427 nonparticipants, and 44 intended participants). The questionnaire examined: (1) school level-factors (school culture regarding CPE, school size, school socioeconomic status, client power, and job environment); (2) personal-level factors (attitude toward CPE, motivations, and personal demographics); and (3) teacher-school fit factors (job performance, job satisfaction, and school commitment). Data analysis indicated that all of the school-level factors except one were insignificant in influencing teachers' participation or nonparticipation in CPE. Although principals' influence was significant, the effect was negative. Most of the impact on CPE participation was found at the individual-level. Income exerted an outstanding negative impact. The motivation for promotion exerted a strong impact. Motivation for new and interesting things in life and at work and better job fulfillment had a negative impact on CPE participation. The teacher-school fit factors were totally insignificant in affecting CPE participation. (Contains 50 references.) (SM)

ED 433 317 SP 038 721

Donaldson, Morgaen L., Ed.; Poon, Brian, Ed.

Reflections of First-Year Teachers on School Culture: Questions, Hopes, and Challenges. New Directions for School Leadership, No. 11.

PUB DATE- 99

NOTE- 76p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Public Schools; Questioning Techniques; *Teacher Attitudes; Teacher Collaboration; Teaching Conditions; Traditionalism

IDENTIFIERS- Boston Public Schools MA; Reflective Thinking

This collection of papers presents the reflections of five beginning public school teachers from the greater Boston area on their first years in teaching. They share lessons garnered from teaching, writing, and reflecting together on their introductory experiences. As their first months in teaching passed, they found themselves working in some degree of isolation, without the mechanisms to reflect on their situations or effectively strategize to improve them. They joined together to write, reflect, and support each other. The eight chapters include: (1) "An Invitation to Reflection, Mulled Cider, and Honest Emotions" (Morgaen L. Donaldson and Brian Poon); (2) "Pedagogy as Pasta: The Inexact Art of Teaching" (Kelly Klinefelter Lee); (3) "Teaching with Care" (Brian Poon); (4) "Teaching to Question" (Allyson Mizoguchi); (5) "Vulnerable Relationships: Connections Between Family and Teaching" (Marco Curnen); (6) "Teaching and Traditionalism:

and their perceptions of school climate. This booklet's sections examine the following: teachers' working hours; time spent teaching core subjects; teachers' control and influence in the classroom; teachers' control and influence in the school; professional development; teacher satisfaction in the public schools; teacher satisfaction in private schools; and average class size. (SM)

ED 433 337 SP 038 755

Chien, Mei-I
The Development and Outcome Analysis of an Inclusive Physical Education Program.
PUB DATE- 99
NOTE- 86p.; Twenty-five tables, "Summary of Observation Logs," are recorded in Chinese script.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Disabilities; Foreign Countries; *Inclusive Schools; *Kindergarten Children; Lesson Plans; Mainstreaming; *Movement Education; Peer Influence; *Physical Education; Planning; Primary Education; Psychomotor Skills; Regular and Special Education Relationship; Student Behavior
IDENTIFIERS- Taiwan

This study analyzed outcomes of an inclusive physical education (PE) program for Taiwanese kindergarten students designed to improve movement-related performance of all children within a diverse group and facilitate positive learning behaviors. Five children with mild disabilities, situated in a class with 14 typical peers, acted as the experimental group. The comparison group was five other children in another class with similar birth dates and no disabilities. The only difference between the inclusive class and the class with the control group of students was that the researcher taught inclusive movement in the intervention PE class once a week rather than the teacher. The intervention encouraged peer interaction. Pretesting and posttesting involved observation of the classes (which were videotaped). The researcher recorded information on the children every 60 seconds. Data analysis indicated that the inclusive PE program helped children with disabilities achieve movement-related increases as well as children without disabilities. The program was especially helpful in improving the disabled students' positive responses to challenges. (Contains 32 references.) (SM)

ED 433 338 SP 038 757

Bell, Valerie D.
The Influence of Teacher Educators' Perspectives on the Role of Teachers in the Student Teaching Experience.
PUB DATE- 99
NOTE- 35p.; Excerpts of answers contain very small type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; Questionnaires; Student Surveys; *Student Teacher Attitudes; Student Teachers; *Student Teaching; *Teacher Attitudes; *Teacher Educators; Teacher Expectations of Students; *Teacher Influence; *Teacher Role; Teacher Student Relationship; Teacher Surveys

districtwide, including lower results on a Spanish language instrument. The success of the Bilingual and ESL programs in mitigating school leaver rates at the secondary level suggests that continued program service beyond the elementary level has a positive effect in assisting students. Appendixes contain text from the applicable state legislation, a list of staff development programs, and summaries of professional development activities. (Contains 14 figures and 35 tables.) (SLD)

ED 433 357 TM 030 027

Report Card to the Public: A Summary of Statistics from Alaska's
 Public Schools. School Year 1997-98.
PUB DATE- 99
NOTE- 33p.; For the 1996-97 report, see ED 428 909.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive
 (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards;
 Educational Assessment; *Educational Improvement; Elementary
 Secondary Education; Partnerships in Education; *Professional
 Development; *Public Schools; State Programs; Tables (Data)
IDENTIFIERS- *Alaska

This publication reports on the status of public education in Alaska and provides policymakers with information for decision making. Under state law, each school district is required to report to its community information about the school district's plans and performance. This publication is a summary of those reports. Data are organized around the four key elements of the Alaska Quality Schools Initiative, the state's systemic school improvement plan. The initiative is built around: (1) high student academic standards and assessments; (2) quality professional standards; (3) family, school, business, and community networks; and (4) school excellence standards. Progress in each of these areas is reported, and educational indicators related to these components are summarized. The 53 school districts, and their 128,120 students, have made impressive progress toward the goals of the Alaska Quality Schools initiative, a result of the efforts of many individuals. (Contains 3 figures and 11 tables.) (SLD)

ED 433 358 TM 030 028

Meehan, Merrill L.; Orletsky, Sandra R.; Sattes, Beth
Field Test of an Instrument Measuring the Concept of Professional
 Learning Communities in Schools.
SPONS. AGENCY- Office of Educational Research and Improvement
 (ED), Washington, DC.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Elementary Secondary
 Education; *Field Tests; Learning; *Professional Development;
 Reliability; *Teacher Attitudes; *Teachers; Test Construction;
 Validity
IDENTIFIERS- Learning Communities

A new instrument was designed by S. Hord (1996) to assess globally the maturity of a school's professional staff as a learning community. The Appalachia Educational Laboratory agreed to field test this instrument to determine its reliability and validity and to draw conclusions about its use and grant goals, veering literacy instruction into more of an academic direction. Also, due to constraints imposed by the school calendar, no time was available at the beginning of the school year to assess each student's literacy background or level of literacy relative to service-learning curriculum goals and teacher expectations. These results are discussed relative to new possibilities for literacy research and teaching. (Contains 42 references.) (Author/SLD)

ED 433 379   UD 032 985

Chamberlain, Chris; MacKenzie, David
Youth Homelessness: Early Intervention & Prevention.
PUB DATE- 98
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; *Early Intervention; Educational Policy; Foreign Countries; *Homeless People; *Prevention; *Public Policy; Social Influences; *Urban Youth
IDENTIFIERS- *Australia

The issue of youth homelessness in Australia is examined in the context of relevant social and educational policies. The exploration is based on 8 years of research into the situation of homeless youth in Australia involving several studies, including a study of school students in 9 communities and field visits to 100 schools. In 1994, researchers found 11,000 homeless students in Australian schools. Part 1 describes the dimensions of the problem in Australia and concludes that youth homelessness is getting worse in Australia, although perhaps not at the rate at which it increased in the early 1990s. Part 2 explores early intervention and prevention and calls for a national approach to set policies that address the problems of homeless youth and their families. (Contains 39 tables, 3 figures, and 138 references.) (SLD)

ED 433 380   UD 032 986

Renta, Myra
Why Hispanic Children Fail in School: Knowing the Facts Is Changing Their Future.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Cultural Awareness; Cultural Differences; Elementary Education; *Elementary School Teachers; *Hispanic Americans; *Low Achievement; *Multicultural Education; *Parent Participation; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Hispanic American Students; New York City Board of Education

Knowing the facts about Hispanic students in the U.S. school system may help educators open their eyes to the fact that most Hispanic students are failing in schools. Teachers in one elementary school in the Bronx (New York City) were surveyed about their professional relationships and thoughts about the school and the parents and children they serve. Teachers were also asked how they incorporated their students' culture into class activities or lessons. Results are compared with current research on teacher attitudes. Just over half (53%) of these teachers taught a monolingual class, and 47% taught a bilingual relationships with interested, sympathetic, and committed people in the school system. Efforts can focus on the curriculum, the evaluation of textbooks for accurate and unbiased information about Arabs, and the education of teachers. The relationships of Arab Americans with the schools must be guided by a commitment to educational excellence. An appendix contains a sample letter to school officials asking to schedule a meeting about the concerns of ADC members. (SLD)

ED 433 401 UD 033 088

Fishman, Barry; Kupperman, Jeff; Soloway, Elliot
Linking Urban Latino Families to School Using the Web: A Pilot Study.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; Disadvantaged Youth; *Hispanic Americans; *Middle School Students; Middle Schools; Pilot Projects; *Science Education; *Television; Urban Schools; Urban Youth; *World Wide Web
IDENTIFIERS- Latinos

This paper describes a project that provided television set-top Internet access devices to Latino families as part of a project to link the school and home in an inquiry-based science curriculum. The early phases of adoption of the Internet and the "NetTV" devices by families are described, with special attention to the different ways that families make educational use of the Internet. Internet use data was collected from 13 families of middle school students in Detroit (Michigan). Log files from the "boxes," student interviews, field notes, and parent comments from group meetings provided data that show the emerging patterns of use and preferences for online activity. Children (both students and their siblings) and, to a lesser extent, fathers, were the primary users. Mothers were concerned that their children were using the boxes properly for school, but appear not to have used the boxes much themselves. Education was not the primary application for the boxes, but students did access a wide range of educational resources, including the online science curriculum materials. (Contains 2 figures, 1 table, and 24 references.) (SLD)

ED 433 402 UD 033 090

Gaskell, Jane
The Politics of School Choice in British Columbia: Citizenship, Equity and Diversity.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Diversity (Student); Elementary Education; *Equal Education; *Fine Arts; Foreign Countries; *Magnet Schools; *Political Influences; Politics; *School Choice; Urban Schools

discipline, preventing power struggles. The paper concludes that by providing a forum for exploring ways to fit play into found time, early childhood professionals can help parents plan home environments to encourage play and realize how play can smooth rough spots in routines. (KB)

ED 433 129 PS 027 847

Clancy, Maureen
Children and Safe Computing: Keeping Your Child RSI-Free.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Children; *Computers; Parent Materials; Prevention; *Risk Management
IDENTIFIERS- Carpal Tunnel Syndrome; *Repetitive Strain Injuries; Risk Reduction

As growing numbers of children use computers at home and at school, they are at increased risk of developing a repetitive strain injury (RSI). This booklet, designed for parents, explains the primary causes of RSI and gives suggestions for helping children avoid such injury. The booklet is divided into three parts. Part 1 describes various types of RSI, including Carpal Tunnel Syndrome, and discusses the increased incidence in RSI due to the advent of personal computers. Part 2 describes the three primary causes of computer RSI: (1) poorly designed workstation; (2) poor posture and lack of frequent breaks; and (3) poor keyboarding technique. Part 3 presents solutions for each of the primary causes. The booklet contains 16 references and concludes with a troubleshooting chart. (KB)

ED 433 130 PS 027 848

O'Sullivan, Maryann; Burgmaier, Michael; Freeman, Patricia; Reich, Jessica
California's Working Families and Their Uninsured Children: A Big Problem with an Affordable Solution.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 97
NOTE- 93p.; Funding also provided by the Atlas Family Foundation and the Ralph M. Parsons Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Children; *Employed Parents; Federal Programs; *Health Insurance; Health Needs; Health Programs; Low Income Groups; *Parents; Public Health; *Public Policy; State Programs
IDENTIFIERS- *California

Although California lags behind other states in insuring children of low-income working families, the state could provide assistance by building on existing public health programs. This report provides a primer on the problems of low-income uninsured children and explores the public policy building blocks needed to adequately and affordably insure them. Chapter 1 discusses the problems that arise when working parents are unable to afford health insurance, including trends in insurance coverage that work against working families and the care when their mothers were employed. Kindergartners through third-graders participated in care an average of 14 hours a week, either before or after school. White children spend less time in nonparental care than Black or Hispanic children, and children from lower income households spend more hours per week in care arrangements than those from higher income households. Out-of-pocket cost for families using before- and after-school care varies widely due to differences in fees and subsidies, and care provided by relatives. Families who pay for nonparental care spend an average of $33.00 per week. No significant differences in costs were found by race-ethnicity or family type. Families with higher incomes spend more for care than those with lower incomes, although the difference was not statistically significant. (Includes description of NHES survey methodology and other national data on participation in before- and after-school care. (HTH)

ED 433 148 PS 027 884

Parents Are Powerful = Los Padres Tienen Poder.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, IN.; Kraft General Foods Foundation, Glenview, IL.; Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 96
NOTE- 65p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; Elementary Secondary Education; Family School Relationship; Federal Programs; Parent Materials; *Parent Participation; Parent Responsibility; Parent Role; *Parent School Relationship; *Parent Student Relationship; *Parents; Parents as Teachers; Preschool Education; School Community Relationship; Standards; Student Rights

Based on the view that parents should participate in key decisions about their children's schooling, this booklet, in English and Spanish versions, provides advice and suggestions for parents on ways to be involved in their children's education. The booklet begins with a letter addressed to parents, outlining possible parental roles in their children's education, delineating rights of students with limited English skills, and describing ways of advocating for their children. Section 2 of the booklet describes children in the preschool years, what they should be learning, what to look for in a good preschool program, and signs that a child needs help. Section 3 describes what elementary school children should be learning, what to look for in a good school, and what parents can do if their child has a problem. Section 4 describes students in the middle school years, what they should be learning, and tips for dealing with problems. Section 5 describes high school students, what to look for in a good high school, questions to ask the high school student, some things they should be learning, and signs that they may drop out. Section 6 discusses higher standards for all students, what parents can do if their child is not meeting the standards, parent rights in dealing with standards, and tracking. Additional sections include information on key federal programs for children, Title I, options if a child has a disability, vocational education, and planning committee members, and session abstracts. Participant lists comprise about half of this document. (SV)

ED 433 166 RC 022 066

Cowley, Kimberly S.; Childers, Robert D.
Field Test of a Spanish-Language Version of "Family Connections 1."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Relevance; Hispanic Americans; *Instructional Material Evaluation; *Parent Attitudes; Parent Child Relationship; *Parent Materials; *Parents as Teachers; Preschool Children; Preschool Education; *Spanish Speaking; *Teacher Attitudes
IDENTIFIERS- Idaho; Project Head Start

"Family Connections 1" consists of 30 four-page issues for families of children aged 3-5 years. Each issue begins with a front-page message to families on such topics as parents as first teachers or how children learn through play. Issues also feature activities for families to do together and selections to read aloud to children. A Spanish translation, "Relaciones Familiares 1," was published for Spanish-speaking families in 1996. This report describes a field test of "Relaciones Familiares" with Spanish-speaking families participating in the South Central Community Head Start program in Twin Falls, Idaho. The families spoke Spanish as their primary home language and identified themselves as Mexican American or Hispanic. Data collection strategies included a family educator reaction form, a follow-up telephone interview of family educators, and a parent reaction form. Two rounds of data collection involved a total of 18 family educators and 79 families. Results indicate that: (1) the materials were not inappropriate or offensive to the culture or customs of the families served; (2) family educators best liked the guides' ease of use, the way they brought parents and children together, and the variety and simplicity of the activities; and (3) parents used the guides and found them to be fun, interesting, useful, and easy to do. Appendices contain evaluation forms and interview questions. (Contains 15 references.) (SV)

ED 433 167 RC 022 069

Marshall, Catherine A.; Gotto, George S., IV
Vecinos y Rehabilitation (Phase III): Assessing the Needs and Resources of Indigenous People with Disabilities in the Sierre Mixe. Final Report. English Version .
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 141p.; Project Number R-46. For related project reports, see ED 409 156 and ED 422 134.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indians; Children; *Disabilities; Family

used to document the nature of learning in professional preparation programs: a study of student teachers and a study of student nurses. Employing narrative inquiry and reflection on construct changes, learners discuss their experiences in the professional preparation programs. Insights from the two studies are described and compared, and a case is made for the inclusion of student voices in the teaching-learning dialogue and in the planning of professional educational programs. (Contains 54 references.) (Author/ASK)

ED 433 187 SE 061 392

The National Report Card on Environmental Knowledge, Attitudes and Behaviors: The Sixth Annual Survey of Adult Americans.
SPONS. AGENCY- Roper Starch Worldwide Inc.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Attitude Measures; *Attitudes; *Environmental Education; *Environmental Influences; *National Surveys; Perception; Science Education; Surveys

This report investigates environmental knowledge, attitudes, and behavior among adult Americans. This sixth survey explores people's environmental behaviors to see what relationships exist among attitudes, knowledge, and activities. What adult Americans actually know about the environment is also assessed. Sections include: (1) "Summary and Overview"; (2) "The State of Our Environmental Knowledge"; (3) "The State of Public Concern about the Environment"; (4) "Environmental Action Orientation of American Adults"; (5) "Environmental Education for Children"; and (6) "Special Report on Outdoor Sports Enthusiasts." (CCM)

ED 433 188 SE 061 952

Showell, Ellen H.; Amram, Fred M. B.
From Indian Corn to Outer Space: Women Invent in America.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Females; *History Instruction; *Inventions; Learning Activities; *North American History; *Womens Studies; *Writing Exercises
IDENTIFIERS- *Inventors

This book is about women who have made contributions that have changed the world and continue to change lives, sometimes having overcome enormous social obstacles. It examines American history to find women who have invented for fun and profit, invented to make their own lives better, and who, as a result of their employment by the National Aeronautical Space Administration (NASA), have created inventions that appear magical. The activity sections are designed so that teachers can use the book in cross-curriculum studies. Activities provide for different types of learning and students at different levels. Hands-on activities can be used as the basis for reading and writing exercises. Other activities are challenging to students who excel at reading, writing, and research through the printed word. (CCM) representations may be written descriptions, oral descriptions, drawings, or three-dimensional models. The museum study was conducted with groups of pupils on school visits to the Natural History Museum in London where the children's spontaneous conversations at preserved animal or robotic models were recorded. In the classroom study, preserved museum animals were taken to a school for individual children's responses to a series of pre-determined questions to be recorded. Overall, anatomical features were cited more often than behavioral or habitat features. Some pupils linked anatomical features to where the animals lived and to certain behaviors. In the classroom, pupils related their observations to their own previous experience such as seeing the animal in the woods, on the television, or in the zoo. The analyzed museum conversations suggest that children simply use their everyday knowledge and understanding to interpret what they see and to allocate everyday names using anatomical clues as their guide. (CCM)

ED 433 214   SE 062 452

The National Report Card on Environmental Knowledge, Attitudes and Behaviors: The Seventh Annual Survey of Adult Americans.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Attitudes; *Environmental Education; Environmental Influences; Research Methodology; Science Education; Surveys

This study investigates environmental knowledge, attitudes, and behavior among adult Americans. Public attitudes as they exist today and how they have changed over the past seven years are evaluated. A nationally representative sample of 2,000 Americans aged 18 and older were surveyed by Roper Starch Worldwide in May, 1998. Part 1 presents environmental knowledge and environmental myths. Part 2 discusses support for the government's role in protecting the environment. Part 3 features environmental activities. The research methodology is explained and an appendix is included that summarizes change in attitude over time and analyzes responses by gender. (CCM)

ED 433 215   SE 062 491

NASA's Space Environments and Effects (SEE) Program: Meteoroid and Orbital Debris Lesson Plan.
PUB DATE- 99
NOTE- 68p.; Some charts or figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; High Schools; *Lesson Plans; Mathematics Education; Resource Materials; *Science Activities; Science Education; *Space Sciences; Teaching Methods
IDENTIFIERS- *Meteoroids; National Aeronautics and Space Administration

The study of the natural space environment and its effects on spacecraft is one of the most important and least understood aspects of spacecraft design. The Space Environments and Effects (SEE) Program prepared the Meteoroids and Orbital Debris Lesson Plan, a SEE-focused high school curriculum to engage students in creative activities that will improve their

Pemberton); (27) "Technology, Mathematics, and People: Interactions in a Community of Practice" (Peter Galbraith, Peter Renshaw, Merrilyn Goos, and Vince Geiger); (28) "Teachers Exploring Numeracy Learning and Teaching in the Early Years of Schooling" (Ann Gervasoni); (29) "Understanding Mathematical Text through Peer Explanations" (Merrilyn Goos); (30) "Emerging Themes in Statistics Education" (Sharon Gunn); (31) "Mental Addition and Subtraction Strategies: Two Case Studies" (Ann Heirdsfield); (32) "The Development of a Framework of Growth Points to Monitor Students' Comprehension of Algebra in Grades 7-9" (Marj Horne); (33) "Influences on Secondary Mathematics Curriculum in Victoria" (John Horwood); (34) "Deaf Students Solving of Arithmetic Word Problems" (Merv Hyde, Des Power, and Robyn Zevenbergen); (35) "Mathematical Knowledge in a Mathematics Teaching Episode" (Clive Kanes); (36) "Learning Styles in Secondary Mathematics Classrooms" (Stephen Keast); (37) "Grade 4, 6 and 8 Students' Strategies in Area Measurement" (Gillian C. Kidman); (38) "Agency/Numeracy: A Poststructuralist Analysis of the Relationship between Classroom Mathematics and Numeracy in New Times" (Mary Klei

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ED 433 239   SE 062 779

Kozhevnikov, Maria; Hegarty, Mary; Mayer, Richard
Students' Use of Imagery in Solving Qualitative Problems in Kinematics.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; Higher Education; Mechanics (Physics); *Physics; *Problem Solving; Science Education; Scientific Concepts; *Spatial Ability; Thinking Skills; *Visualization
IDENTIFIERS- *Kinematics

This report describes a study that investigated the relationship between mental imagery and problem solving in physics, specifically in kinematics. A distinction is made between visual imagery and spatial imagery used in solving physics problems. The results of this study indicate that while spatial imagery may promote problem solving success, the use of visual imagery presents an obstacle to problem solving in kinematics. (Contains 23 references.) (WRM)

ED 433 240   SE 062 781

Lewis, James K.
Surveying an Ecosystem: An Exercise for High School Biology Students.
PUB DATE- 99
NOTE- 5p.; Taken and adapted slightly from http://www.gene.com/ae/AE/AEC/AEF/1995/schenck survey.html
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Class Activities; *Ecology; *Environmental Education; High Schools; Lesson Plans; Outdoor Activities; Science Activities

This activity is used to introduce students to biology in general and the significance of environmental studies. The focus of the ecosystem survey is to examine the effects humans have on the environment. After completing a series of investigations,

NOTE- 550p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); *Current Events; Foreign Countries; *Foreign Policy; Instructional Materials; *International Relations; Modern History; Political Science; Public Policy; Secondary Education; Social Problems; Social Studies; Teaching Guides; United States History; *World Affairs; World History

This student text and teacher's guide feature current events and policy issues that are in discussion today. The books offer background on important domestic and foreign policy issues and present arguments from both sides of key issues. The books are divided into three sections. Section 1, "The Federal Government," contains: (1) "The Clinton Administration"; (2) "Congress"; and (3) "The Supreme Court." Section 2, "Domestic Policy Issues," includes: (1) "The Federal Budget"; (2) "Constitutional Rights"; (3) "Crime and Drugs"; (4) "The Economy"; (5) "Education"; (6) "Health Care and Aging"; (7) "Immigration"; (8) "The Media"; (9) "Poverty"; and (10) "Women and Minorities." Section 3, "Foreign Policy Issues," contains: (1) "Defense"; (2) "Democracy and Human Rights"; (3) "The Global Environment"; (4) "International Trade"; (5) "Weapons Proliferation"; (6) "World Poverty and Foreign Aid"; (7) "East Asia"; (8) "Europe and Russia"; (9) "Latin America"; and (10) "The Middle East." A 60-item list of books and articles that provide further information and perspectives on many of the topics covered is given. The teacher's guide contains lesson plans for each unit. Also included are unit test materials, unit test answers, student handouts, and student handouts for the basic edition. (LB)

ED 433 264   SO 030 938

Lavaroni, Peter
The Effects of a Word of the Month Program on a Small Independent School.
PUB DATE- 99
NOTE- 66p.; Master's Thesis, Dominican College of San Rafael.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Behavior Change; Case Studies; Curriculum Development; Elementary Education; *Language Role; *Language Usage; Program Evaluation; Social Studies; *Teacher Attitudes
IDENTIFIERS- *Character Development; *Character Education; Word Potency

A study explored the effectiveness of a Word of the Month program and its effects on student behavior in a small independent elementary private school in San Francisco. Participants included all the people from this small elementary school with a student population of 82. Through the use of John Heidel and Marion Lyman-Mersereau's curriculum, students throughout the school were introduced to one word a month that exemplified positive characteristics that the school hoped would develop within the student population. Effectiveness of this program was assessed through interviews with faculty from the school. The assessments looked for behavior changes in the students in relation to the words that were presented, such as "respect," and "responsibility." It was hypothesized that the Word of the conscious and principled decisions. It is clear that his personal theories developed from a set of life experiences and were formed in interaction with formally derived theoretical constructs. Contains 34 references. (BT)

ED 433 283 SO 031 032

Stack, Sam
Elsie Ripley Clapp and the Arthurdale Schools.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; Democracy; *Educational Experiments; *Educational History; Elementary Secondary Education; Females; *Progressive Education; *Rural Education; *School Community Relationship; *Theory Practice Relationship; United States History
IDENTIFIERS- Arthurdale Community School WV; *Clapp (Elsie Ripley); Dewey (John)

This paper recounts the story of Elsie Ripley Clapp (1879-1964), an associate of John Dewey and well known in progressive education circles, who became extensively involved in rural education in Kentucky and West Virginia. The first part of the paper gives an overview of Clapp's early life in the New York City area, her educational background, her teaching experiences, and her acceptance of the position of principal of the George Rogers Clark Ballard Memorial School in Jefferson, Kentucky. Pointing out that Clapp's work at Ballard and later at Arthurdale (West Virginia) were clear attempts to implement progressive pedagogy in more rural settings and in a more public arena, the paper then considers her intellectual growth while at Columbia University and her authorship of articles that provide insight into her ideas about progressive education and the goal of understanding the interaction of the school and the community. The paper describes her work at the Ballard School from 1929 to 1934. It then discusses her work from 1934 to 1936 at the Arthurdale school that was developed as part of President Franklin Roosevelt's National Industrial Recovery Act of 1933 which set up the first federal subsistence program. The paper notes that "this wonderful social and educational experiment in community planning lasted only two years." Elsie Ripley Clapp's linking of school and community with self realization and democracy shows that there is a need for serious dialogue on the purpose of education in U.S. society. Includes 85 notes. (BT)

ED 433 284 SO 031 033

Cohen, Benjamin A.
From "Muscular Christianity" to the "Cult of Efficiency": Inter-developments of Ideology and Violence Reflected in the Portrayal of Teachers in Three American Novels. Draft.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

political parties, to the process of presidential elections, and to early U.S. leaders (Thomas Jefferson, James Madison, John Adams, and Alexander Hamilton). Middle school and high school students need to know about the extra-constitutional nature of political parties, the electoral system before and after the Twelfth Amendment, the ideology and leadership of the Federalists and the Republicans, and the important issues and events that gave rise to the first two-party system. The Digest suggests using Thomas Jefferson's First Inaugural Address as the primary historical document. Five World Wide Web sites and five references that support the topic are identified. (JEH)

ED 433 300 SP 038 597

School Teacher Demand and Supply. Primary and Secondary. Draft.
PUB DATE- 98
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Elementary Secondary Education; *Employment Patterns; Enrollment Trends; Foreign Countries; Higher Education; *Labor Market; Preservice Teacher Education; Teacher Characteristics; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand; Teachers; Unemployment
IDENTIFIERS- Australia

This paper examines trends in the supply and demand for elementary and secondary teachers in Australia, concluding that, overall, a sufficient supply of qualified teachers should be available to meet the expected slight increase in demand for teachers from 1998-2001. Data come from a mandated monitoring of and annual report on the supply and demand of teachers. Section 1, "Demand for Teachers," includes information on "School Aged Population," "School Retention Rates," "Student Enrollment Trends," "Student/Teacher Ratios," "Employment Trends and Prospects: Government Sector," and "Impact of Overseas Demand." Section 2, "Supply of Teachers," discusses "Employment," "Training," "Unemployment," "Pool of Available Teachers," "Graduate Employment Outcomes," "Immigration to Australia," "Interstate Mobility," "Wastage," "Graduate Destinations," "Job Mobility," and "Earnings." Section 3, "Age Profile of Teachers," discusses "Age Structure: All Teachers," "Age Related Issues," and "Age Structure: Government Sector by State/Territory." Section 4, "Labour Market Outlook for Teachers," discusses "Balance of Demand and Supply," "Sensitivity Analysis," "Teacher Recruitment: Government," "Specializations Experiencing Recruiting Difficulties," and "Prospects for Teachers." Section 5, "State/Territory Teacher Labour Markets," discusses "New South Wales," "Victoria," "Queensland," "Western Australia," "South Australia," "Tasmania," "Northern Territory," and "Australian Capital Territory." The four appendixes present data on school students by age, school students by state, consolidated tables from state and territory survey returns, and teaching students: commencements and completions. (SM)

ED 433 301 SP 038 600

Promoting Quality Teacher Education for an Interconnected World. International Yearbook on Teacher Education 1997. Proceedings from the World Assembly of The International Council on Education for Teaching (44th, Muscot, Sultanate of Oman, December, 1997).
PUB DATE- 98

Encounters with 'The Way It's Always Been'" (Morgaen L. Donaldson); (7) "Leaders! Listen Carefully to These Hopes, These Frustrations" (Myrna Mather); and (8) "Of Hair Stylists and Master Teachers" (Ross Danis). (SM)

ED 433 318 SP 038 724

Benson, Marty, Ed.
NCAA Division I Graduation-Rates Report, 1999. Graduation-Rates Data (1989-90, 1990-91, 1991-92, and 1992-93 Entering Classes) and Undergraduate-Enrollment Data (Fall 1997).
PUB DATE- 99
NOTE- 647p.; For the summary version of this report, see SP 038 725.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; *Athletics; College Admission; College Students; Financial Support; *Graduation; High School Students; High Schools; Higher Education; Tables (Data)
IDENTIFIERS- *Athletic Scholarships; *Graduation Rates; National Collegiate Athletic Association

Legislation mandating public disclosure of graduation rates was adopted by the National Collegiate Athletic Association (NCAA) at its 1990 convention. The legislation stipulates that the Association's national office publish annually admissions and graduation-rates data on an institution-specific basis. Member institutions are required to distribute the institution-specific graduation-rates report to prospective student athletes and to their parents. This publication presents a collection of the information submitted by each Division I member institution through the completion of a graduation rates survey and the NCAA Division I Graduation Rates Supplemental Form. Institution-specific reports for NCAA Division I member institutions are included and appear in alphabetical order. In addition, summaries of the data are also provided. Each individual report provides information about two groups of students: all undergraduates who were enrolled in a full-time program of studies for a degree and student athletes who received athletics aid from the institution upon initial enrollment. Data are provided in seven racial or ethnic groups. Three measures of graduation rates are provided: freshman-cohort rate, transfer-cohort rate, and exhausted-eligibility rate. (SM)

ED 433 319 SP 038 725

NCAA Division I, II & III Graduation-Rates Summary, 1999. Graduation-Rates Data (1989-90, 1990-91, 1991-92, and 1992-93 Entering Classes) and Undergraduate-Enrollment Data (Fall 1997).
PUB DATE- 99
NOTE- 27p.; For the full Division I report, see SP 038 724.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; *Athletics; College Admission; College Students; Financial Support; *Graduation; High School Students; High Schools; Higher Education; Tables (Data)
IDENTIFIERS- *Athletic Scholarships; *Graduation Rates; National Collegiate Athletic Association

This report presents summaries of data collected from Division I, This paper describes a study that examined the perspectives of teacher educators regarding the role of teachers and the student teaching experience. It also discusses a companion study that investigated whether those perspectives influenced student teachers during their student teaching experience. The first study used two or three interviews per teacher educator to determine their attitudes. Results indicated that the teacher educators' answers revolved around six themes: respect for students, encouraging students to reflect, modeling effective teaching, placing students with effective cooperating teachers, being active professionals, and consistently voicing philosophies and theories that they espoused. The companion study involved a questionnaire administered to former students of the teacher educators in the initial study. The questionnaire focused on the former students' reactions to the six themes. Results indicated that, overall, the former student teachers agreed with statements on the questionnaire that were based on the specific perspectives of their teacher educators, which means they may have been influenced by the teacher educators. This suggests that prior knowledge brought by students to their student teaching is shaped by teacher educators on campus. The surveys are appended. (Contains 20 references.) (SM)

ED 433 339   SP 038 758

Sullivan, Susan; Glanz, Jeffrey
Supervision That Improves Teaching: Strategies and Techniques.
PUB DATE- 00
NOTE- 211p.; Foreword by Karen Osterman.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Classroom Observation Techniques; Elementary Secondary Education; Feedback; Higher Education; *Leaders; *Supervisors; Supervisory Training; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision; Teachers; Teaching Skills

This book offers a plan for improved classroom practice through the supervisory process. It includes hands-on practices for developing a personalized supervision strategy, research-based and empirically tested strategies, field-tested tools and techniques for qualitative and quantitative observation, a comprehensive resource of traditional and alternative supervisory structures, and reproducible summary sheets, observation cards, and crib cards. Chapter 1, "The Changing Context of Supervision," provides a historical and theoretical framework for supervision. Chapter 2, "Three Interpersonal Approaches to Supervision," offers basic interpersonal tools for initiating and providing feedback on classroom observations. Chapter 3, "Observation Tools and Techniques," reviews 14 classroom observation tools and techniques in a way that allows readers to practice them in the college classroom and on site. Chapter 4, "An Introduction to Clinical Supervision," integrates the previously learned observation tools and techniques and feedback approaches into the clinical supervision cycle framework. Chapter 5, "Alternative Approaches: Case Studies and Implementation Guidelines," presents six alternative approaches to supervision along with authentic case studies. Chapter 6, "Supervision to Improve Classroom Instruction: Next Steps," encourages readers to in educational improvement. The instrument consisted of 17 descriptors of a professional learning community grouped into 5 major dimensions or areas. Faculties of 21 schools (6 elementary, 6 middle and junior high schools, and 9 high schools) participated, for a total of 690 teachers. Some analyses used smaller samples. All five internal consistency reliabilities for the dimension items were in the mid 0.80s, and concurrent validities for the 114 high school teachers scores was 0.75. Factor analysis revealed that a unitary factor of all 17 items accounted for 54 percent of the variance. Results show that the instrument did differentiate the faculties in terms of their maturity as learning communities, and that these differences were evident across elementary, middle/junior high, and high school levels. The instrument appears useful as a screening, filtering, or measuring device to assess the maturity of a school's professional staff. (Contains 16 tables and 22 references.) (SLD)

ED 433 359 TM 030 048

Hecht, Jeffrey B.
Using a PDA for Field Data Collection.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Oriented Programs; Data Analysis; *Data Collection; *Field Studies; *Graduate Students; Graduate Study; Higher Education; *Research Methodology; Social Science Research
IDENTIFIERS- *Personal Digital Assistants

Personal Digital Assistants (PDAs) allow users a small profile, battery-operated, and relatively low-cost way to take many of the capabilities of a personal computer into the field. This combination of features suggests a great potential for the use of a PDA as a field data collection instrument. This research compared the use of one kind of PDA (the Pilot by U.S. Robotics) for this purpose. Seventy-five participants took part in a study comparing the usefulness of a paper-and-pencil data collection strategy, an optical mark recognition (OMR) form, and the use of a PDA. Results show that the paper-and-pencil method was the easiest and fastest to set up and get into the field, while the PDA method proved the fastest and most accurate for transferring collected data into a computer for later analysis. These results show that a PDA can be a useful tool for certain kinds of field-based social science research. An appendix contains the survey of attitudes about statistics used for data collection. (Contains 14 references.) (Author/SLD)

ED 433 360 TM 030 049

Klockars, Alan J.; Potter, Nina Salcedo
Effects of Mild Curvature on ANCOVA and Randomized Blocks.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

class. Many teachers said that they made connections with their students' home culture through literature, and others said that they made connections in Social Studies classes. Teachers did not think that parents were very involved in their children's education, perhaps because they did not know how to help their children with school work. Most of the teachers (89%) thought that the school contributed to students' difficulties. Among the suggestions for improving the education of Hispanic students is increasing parent participation in their children's school work and school activities. (SLD)

ED 433 381 UD 032 987

Grade Level Retention of Texas Students. 1994-95 Report.
PUB DATE- 96
NOTE- 156p.; For the 1992-93 and 1993-94 report, see ED 391 837.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Age Differences; *Blacks; Elementary Secondary Education; *Ethnicity; *Grade Repetition; *Hispanic Americans; Minority Groups; *Racial Differences; *Sex Differences; State Legislation; Student Promotion; Tables (Data); Whites
IDENTIFIERS- African Americans; *Texas

The Texas Education Code requires the Texas Education Agency to submit a comprehensive biennial report on the number of students retained in grade level in the Texas public school system. This report presents a summary of the literature on the effects of grade level retention on the academic, social, and psychological development of students, along with an overview of student retention policy in Texas. Data on retention statewide, accumulated over a 3-year period since the 1992-93 school year, by grade, ethnicity, gender, and other student characteristics are also presented. The trends in this report will inform the decisions of policymakers and educators. In 1994-95, 128,369 students were retained in grade, for an annual retention rate of 4%. The highest retention rate was found for grade 9, and the highest retention rate for elementary school was at grade 1. Males were retained more often than females, and Hispanic and African American students were retained more often than White students. The highest retention rates were for urban districts and for districts with the highest percentages of minority and economically disadvantaged students. Research has shown that retention in grade does not help students academically or socially, and that those who repeat a grade are more likely to drop out of school. Four appendixes contain data on retention by grade and ethnicity, retention by district, retention by campus characteristics, and district retention rates by grade. (Contains 12 tables, 3 figures, and 52 references.) (SLD)

ED 433 382 UD 032 988

Privilege, Poverty, and Power: Remembering Paulo Freire's Work.
PUB DATE- 99
NOTE- 57p.; Edited by the Collaborative Action Researchers for Democratic Communities.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Democracy; *Developing Nations; Educational Change; *Educational Philosophy; Elementary

IDENTIFIERS- *British Columbia

This research explored the politics of educational choice through a case study of one public school testing the limits of difference in the British Columbia (Canada) school system in the 1990s. The Fine Arts elementary school was created by the school board based on pedagogical ideas from teachers. This fine arts magnet offered teachers a great deal of input into decision making. Parents, students, and teachers, who wanted the school to be more distinctive as a fine arts school, were described as promoting a "private" school in the public system. According to some community members the magnet school was "private" because it restricted admission to students who were particularly talented or motivated in the fine arts, was more selective in hiring teachers, and insisted on an integrated fine arts curriculum across the subject area. In an effort to keep the school "public," they called for admissions to all, a curriculum useful to all students, and a policy to hire any qualified teacher. As this school was established, there was an implicit conflict about the meaning of equity. The school might be considered elitist because families with more energy, ability, or knowledge might have less difficulty in using a school outside their neighborhoods. It might, however, provide opportunities for those who would have been denied them, resulting in more equal opportunity. The prevailing view of equity in the public school system is likely to meet similar challenges in the future. (Contains 24 references.) (SLD)

ED 433 403 UD 033 091

Lemelle, Anthony J., Jr.
Do Black Male Adolescent Reproductive Attitudes and Emotions about Roles Differ from White Males? Association of Dichotomous Variables.
PUB DATE- 99
NOTE- 22p.; An earlier version of this paper was presented at the Annual Meeting of the American Sociological Association (Chicago, IL, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Blacks; *Males; National Surveys; *Racial Differences; Sex Role; *Sexuality; Social Class; *Student Attitudes; Urban Youth; Whites
IDENTIFIERS- *Masculinity

This study investigated differences in attitudes and emotions of black and white adolescent males on four items constructed to measure conventional and compulsive (deviant) masculinity. After reporting the theoretical perspectives, the article presents cross-tabulations of responses to attitude and emotion questions from the National Survey of Adolescent Males for 1,880 adolescents. Comparisons of the socioeconomic status of the black and white adolescents are also presented. Results indicate that black males do not meet the deviancy expectation suggested by the theories. On each of the attitude and emotion questions, black and white adolescents were significantly different, but black adolescent males did not have more negative and pathological attitudes about reproductive behaviors. Social class categories also were associated with significantly different responses. (Contains 6 tables and 50 references.) (Author/SLD)

ED 433 404 UD 033 092

lack of enrollment of eligible children in the Medi-Cal program. Chapter 2 deals with the impact of lack of health insurance on children and presents findings relating lack of insurance to limited access to a broad range of health services, lack of medical care, and lowered likelihood of having a known health care provider to follow the child's development. Chapter 3 documents gaps in the public health system leaving uninsured children without basic health care. Chapter 4 presents a potential solution to the problem, including increasing enrollment for Medi-Cal eligible children and working with the federal government to expand coverage for uninsured children. Incorporated into the report are vignettes detailing common child and adolescent health problems and difficulties in obtaining health care. Nine appendices include lists of pivotal policy decision points, the California government roster, and descriptions of public health care programs for children in California. Contains 67 references. (KB)

ED 433 131 PS 027 849

Reflections of Girls in the Media. A Report on the Annual Children and the Media Conference (4th, Los Angeles, California, April 30-May 2, 1997).
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; *Characterization; Conferences; *Females; Films; Journalism; *Mass Media; Mass Media Effects; *Mass Media Role; News Media; Nonprint Media; Popular Culture; Programming (Broadcast); *Role Models; *Sex Role; Television Research
IDENTIFIERS- *Portrayal (Reporting Method)

This conference focuses on how females are portrayed in a range of current media and whether these messages influence girls. The report is divided into three parts. Part 1, "Getting the Message," maintains that girls are aggressive consumers of the popular media and they understand the messages conveyed there. Although current media contain many powerful role models, they also contain stereotypical messages about appearance, relationships, and careers. Part 2, "Delivering the Message," examines the myth that there are enough positive female role models and considers the economic and creative factors driving industry decisions. Part 3, "Accepting the Challenge," presents recommendations developed at the conference. The action agenda recommendations were: (1) develop a national public health campaign; (2) mobilize a coalition of powerful advertisers and broadcasters; (3) promote success stories to dispel conventional wisdom; (4) stage a national broadcast event to focus attention; and (5) dedicate the 1998 conference to examining race. Recommendations regarding defining positive role models were to create female characters we would want our own daughters to emulate, who are similar to "real" girls, and who are leaders. Also included in the report are brief summaries of presentations by keynote speakers--psychologist Mary Pipher; Donna Shalala, Secretary of the Department of Health and Human Services; and actor Geena Davis--and opinions of representative teenagers attending the conference. The report concludes with the conference schedule. (KB)

ED 433 132 PS 027 850

the Community Action for Public Schools network. (KB)

ED 433 149 PS 027 885

Levy, David L., Ed.
Speak Out for Children, 1998-1999.
PUB DATE- 99
NOTE- 77p.; For 1997 newsletters, see PS 027 406.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Custody; *Children; *Childrens Rights; *Court Litigation; *Divorce; Family Violence; Fathers; *Federal Legislation; Parent Education; *Parent Rights; Parents; Public Policy
IDENTIFIERS- Marital Separation; Unmarried Parents

This document comprises the three issues of Volume 13 of the "Speak Out for Children" newsletter, published to strengthen families through education and to assist children of unwed parents, separation, and divorce. The Spring 1998 issue contains articles on joint custody and the reduction of parental conflict, access grant programs, standby guardianship, and proposed federal legislation to strengthen financial child support. The Summer-Fall 1998 issue includes articles on the anti-joint custody resolution in the U.S. House of Representatives, locating missing children, the long-term impact of divorce on children, child access to non-custodial parents, and reasonable child support awards. The Winter 1999 issue contains articles on passage of the Access (Visitation) Law, shared parenting, fatherless boys, locating missing children, and helping domestic violence victims by issuing a new Social Security number. Regular features include book reviews, news from individual chapters of the organization, descriptions of relevant court cases, and descriptions of pending federal legislation. (KB)

ED 433 150 PS 027 906

Allen, MaryLee; Larson, Jamila
Healing the Whole Family: A Look at Family Care Programs.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Children; Early Parenthood; Family Problems; *Family Programs; *Family (Sociological Unit); Family Violence; Homeless People; Program Descriptions; Program Design; Program Effectiveness; Program Implementation; Substance Abuse
IDENTIFIERS- Alternative Living Arrangements; Living Arrangements; Program Characteristics

This report details characteristics of 50 family care programs that provide comprehensive, individualized services to families struggling with various problems, as well as services that allow parents and children to continue living together in supervised living arrangements for extended periods. Data were collected through in-depth telephone interviews with staff supplemented with site visits. The report, intended as a resource for practitioners and policymakers, describes family care programs' daily operations and the elements differentiating them from other social services. The report explores the origins of family care, those whom the program

Role; Females; Foreign Countries; Geographic Isolation; Indigenous Populations; Latin Americans; Males; *Needs; Needs Assessment
IDENTIFIERS- *Mexico (Oaxaca); *Mixe People

Since 1994, the American Indian Rehabilitation Research and Training Center has been sharing successful research strategies related to disabilities and rehabilitation with indigenous people in Oaxaca, Mexico. Its first two projects identified the needs of indigenous people with disabilities in three geographic regions of Oaxaca and worked with a grassroots organization to create solidarity among people with disabilities in the Mixteca region, Oaxaca. This report describes the Center's third project, which assessed the feasibility of conducting major research and training projects involving indigenous people with disabilities in a remote, rural community: Totontepec Villa de Morelos, Mixe, Oaxaca. An introduction describes the Indian nations of Mexico; history of the Mixe people; characteristics of the Mixe language; political, geographic, and economic aspects of Mixe District; and Mixe concepts related to health, illness, and traditional treatments for persons with disabilities. A survey of 64 Mixe people with disabilities and ethnographic interviews with 12 disabled adults and family members identified the most common disabilities and needs among men, women, and children; disability definitions; available services; effects on quality of life; educational and employment needs; family assistance; needs of family members; concerns for the future; attitudes about responsibility to help; and recommendations. Appendices include descriptions of the Mixe and of the First Congress Regarding Disability in the Mixteca (Juan Areli Bernal Alcantara), the survey instrument (in Spanish and Mixe), interview questions, and other project documents. (Contains 25 references.) (SV)

ED 433 168 RC 022 071

Poverty and Social Developments in Peru, 1994-1997. A World Bank Country Study.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Disadvantaged; *Economic Development; Educational Attainment; Elementary Secondary Education; Enrollment; Foreign Countries; Indigenous Populations; Labor Market; Literacy; *Poverty; Poverty Programs; *Public Policy; Rural Areas; *Rural Urban Differences; *Social Indicators; Social Problems
IDENTIFIERS- Access to Services; *Peru

From 1994 to 1997, social welfare improved in Peru. Areas of improvement included decreased poverty and severe poverty rates, increased school attendance and literacy, and a healthier population. Most important among health improvements was reduced malnutrition among young children. Social improvements stemmed from the favorable overall economic environment, with per capita real growth rates at about 3.5 percent and the creation of about 1.3 million new jobs. On the negative side, regional disparities grew, with some regions showing huge improvement, particularly Lima, and others falling behind, particularly the rural highlands. Of the large achievements in education, health, and infrastructure, about 70 percent were in cities. Although gender differences narrowed and vulnerable groups such as migrants and the landless shared

ED 433 189 SE 061 966

Romanello, Samantha
Information Sources for Environmental Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Higher Education; *Information Sources; Internet; *Resource Materials; World Wide Web
IDENTIFIERS- ERIC Digests

In the information age of instant access to libraries, databases, information centers, organizations, government agencies, and self-appointed experts worldwide, it is hard to decide where to turn for accurate, reliable, and up-to-date information about environmental education. This digest provides an annotated listing of World Wide Web resources and contact information pertaining to environmental education. Though not an exhaustive list of everything that is available, the information provided here represents a range of resources as starting points in the quest for information. The list is organized by the following categories: (1) Organizations; (2) Research and Information Centers; (3) Publications; (4) Journals; and (5) World Wide Web Resources. (CCM)

ED 433 190 SE 061 967

Ozgun-Koca, S. Asli
Information Sources for Mathematics Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Information Sources; *Mathematics Education; *World Wide Web
IDENTIFIERS- ERIC Digests

In the information age of instant access to libraries, databases, information centers, organizations, government agencies, and self-appointed experts worldwide, it is hard to decide where to turn for accurate, reliable, and up-to-date information about mathematics education. This digest provides an annotated listing of World Wide Web resources and contact information pertaining to mathematics education. Though not an exhaustive list of everything that is available, the information provided here represents a wide range of resources as starting points in the quest for information. The list is organized by the following categories: (1) Organizations; (2) Information Centers; (3) Publications; (4) Journals; and (5) Mathematics Education Resources on the Internet. (ASK)

ED 433 191 SE 061 968

math and science concept skills as well as introduce them to the natural space environment. Four main lesson objectives feature students defining vocabulary related to meteoroids and orbital debris, reviewing and summarizing articles pertaining to the orbital debris environment, interacting with a guest speaker in discussion topics about orbital debris and the hazard it poses, and proposing a method and designing a prototype for the reduction of space debris. (CCM)

ED 433 216 SE 062 501

Clark, Julia V.
Minorities in Science and Math. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- American Indians; Blacks; *Cultural Influences; Elementary Secondary Education; Family School Relationship; *Futures (of Society); Higher Education; Hispanic Americans; Mathematics Education; *Minority Groups; Science Education; Teaching Methods
IDENTIFIERS- ERIC Digests

Looking to the year 2000 and beyond, this digest explores the lack of individuals entering the fields of science, especially underrepresented minority students such as Blacks, Hispanics, and American Indians. Sections include: (1) "Changing Demographics"; (2) "Status of Minorities in Science"; (3) "Barriers to Success"; (4) "Transforming Teaching and Learning"; (5) "Suggestions for Teachers"; (6) "Parental Involvement"; and (7) "The Challenge." (CCM)

ED 433 217 SE 062 503

Haury, David L.; Milbourne, Linda A.
Should Students Be Tracked in Math or Science? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Education; *Racial Factors; *Science Education; *Track System (Education)
IDENTIFIERS- ERIC Digests

This digest tries to sort out issues related to the question of whether students should be tracked in math or science. Tracking is differentiated from ability grouping, and a brief historical overview and literature review is provided. It is suggested that the answer to this question is neither yes nor no. (Contains 15 references.) (ASK)

ED 433 218 SE 062 506

Haury, David L.; Milbourne, Linda A.

students develop their own hypothesis about human impact on the environment, and then test this on a site they had not previously examined--including the identification of exotic plants and animals on and around the site. Analysis and discussion of the results of the three initial surveys allows the students to develop a theory about the effects of humans upon biodiversity. Students also are introduced to experimental design, use of statistics to determine whether to accept or reject a hypothesis, and the significance of taxonomy. (Author)

ED 433 241 SE 062 782

Lewis, James K.
Studying a Piece of an Ecosystem: A High School Biology Class Exercise.
PUB DATE- 99
NOTE- 8p.; Color may not photograph well. Taken and adapted slightly from http://www.gene.com/ae/AE/AEC/AEF/1995/sinclair ecosystem .html
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Class Activities; *Ecology; *Environmental Education; High Schools; Lesson Plans; Outdoor Activities; Science Activities

This activity features students carrying out an outdoor study of a 10-by-10 meter area in which they identify organisms living in the soil, plants, insects, and any other animals living within or immediately adjacent to the site. Groups also examine abiotic factors in the same study site. Students work in teams, share data, and each write a paper responding to a series of questions about the data. (Author/CCM)

ED 433 242 SE 062 783

Thorson, Annette, Ed.
Inquiry and Problem Solving.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creativity; Educational Resources; Elementary Secondary Education; *Inquiry; Instructional Materials; Integrated Activities; Internet; *Mathematics Activities; Mathematics Education; *Problem Solving; *Science Activities; Science Education; Teaching Methods
IDENTIFIERS- Eisenhower National Clearinghouse

This issue of ENC Focus focuses on the topic of inquiry and problem solving. Featured articles include: (1) "Inquiry in the Everyday World of Schools" (Ronald D. Anderson); (2) "In the Cascade Reservoir Restoration Project Students Tackle Real-World Problems" (Clint Kennedy with Advanced Biology Students from Cascade High School); (3) "Project Snoop Troop Cultivates a Community of Learners" (Julia Harris); (4) "Petals Around the Rose: Building Positive Attitudes about Problem Solving" (Marie Appleby); (5) "Roll with It: An Activity Integrating Mathematics and Science" (Bill Heinmiller); (6) "Inquiring Minds Find New Challenges in Mathematics Competitions, Month would have a positive effect in developing respectful and responsible behavior. Most teachers reported increases of "respectful" and "responsible" behavior after the implementation of the program. The teachers reported that they hoped the program would continue. Contains 22 references, and an appendix containing teachers' responses. (BT)

ED 433 265 SO 030 940

Sheety, Alia
Curriculum and Peace in the Middle East.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; Comparative Analysis; *Content Analysis; Foreign Countries; Grade 7; Junior High Schools; *Peace; *Social Studies; *Textbook Content; Textbook Research; *Values
IDENTIFIERS- *Middle East

A study explored how Arabic literature textbooks for the seventh grade in Lebanon, Syria, Egypt, Jordan, the West Bank, and Israel (for Arab schools only) deal with three topics: (1) land; (2) enemy; and (3) hero (in the era of peace). Results indicate that even though former studies provide information about the importance of transferring values to students through reading and school textbooks, in general, the textbooks ignore the peace process topic and focus on hostility toward the enemy. A suggestion is that an educational committee should work to develop a curriculum which deals with living in peace by indicating the similarities and trying to bridge differences between the nations and countries involved in the peace process. Includes three tables of data; contains nine references and two appendixes about textbook censorship and descriptions of the textbooks examined. (BT)

ED 433 266 SO 030 946

McHenry, Irene; Edstene, Kay; Farquhar, Tom; Hammond, Harry; Jackson, Laura; Jewell, Juan; Tashjian, Michi; Vogel, Norma
Embracing the Tension: The Evidence for Conflict as the Locus of Moral Growth. A Study of Moral Growth in Friends High Schools.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; Ethics; High School Students; *High Schools; *Moral Development; *Private Schools; *Religious Cultural Groups; School Surveys; Statistical Analysis; Student Development; *Values
IDENTIFIERS- *Dialogic Communication; Friends Council on Education; *Quakers

This report summarizes a 3-year dialogue among educators, administrators, students, boards, committees, parents, and project researchers launched by the Friends Council on Education to study moral growth in Friends high schools. Steering committees were established in each of the 24 participating Quaker high schools across the country and surveys were conducted. Visits were made to seven schools and case studies of two schools are presented. The core values that

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Educational Change; *Educational History; Elementary Secondary Education; Ideology; Literary Criticism; *Novels; School Culture; *Teacher Role; Teacher Student Relationship; United States History; *Violence
IDENTIFIERS- *Cultural Values; Updike (John)

Between the 1820s and 1950s, the ideology affecting education reform can be described in terms of morality (Protestantism), nationhood (republicanism), and productivity (capitalism). This paper traces the metamorphosis of the triad of values as it is reflected in the violence and teacher images portrayed in three novels: (1) "The Hoosier Schoolmaster" (Edward Eggleston) (set in 1851); (2) "The Centaur" (John Updike) (set in 1947); and (3) "The Blackboard Jungle" (Evan Hunter) (set in 1950). Violence is examined in the paper because it is a common element in each of the novels, although the degree of violence varies. The novels discussed in the paper are not representative of the society in which they were written, but serve as self-contained cultural vignettes. The paper addresses approximately 100 years of U.S. history, a time span difficult to completely capture in the reflections of only three novels. The ideological context of any era is complex and difficult to grasp. While morality, nationhood, and productivity effectively capture many of the ideological shifts described in the paper, other categories may be valid. Other veins of ideological thought may influence an understanding of these novels. The novels examined in the paper do not evidence the success of Progressive education; instead, the novels portray teachers as confronting students. However, two broader lessons result from this study: first, current debates about violence in schools are informed by this study, and second, pathways are opened to study images of teachers and schools that have become more widespread with the use of television and film. Includes 27 notes. (BT)

ED 433 285 SO 031 047

Blair, Heather; Sanford, Kathy
Single-Sex Classrooms: A Place for Transformation of Policy and Practice.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Case Studies; *Educational Objectives; Educational Philosophy; Effective Schools Research; Females; Foreign Countries; Junior High Schools; Program Evaluation; *Public Schools; Qualitative Research; School Culture; *Single Sex Schools; Teacher Role; Womens Education
IDENTIFIERS- *Canada (West); *Single Sex Classes

Girls-only programs in Canadian public schools are a recent phenomenon; and, similar to the U.S. context, they have been designed primarily to provide equitable education for girls (boys programs are even newer and more scarce). A study investigated three such programs in Western Canada, each having similar and unique features. Research was qualitative and goals were to explore the students' perceptions of gendered issues in schools and to examine the pedagogical and curricular practices of teachers in single-gender classrooms to see how these

NOTE- 957p.; In two volumes. Including the World Assembly Communique and Recommendations submitted by ICET to UNESCO.
LANGUAGE- English
EDRS Price- MF06/PC39 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Curriculum Development; Educational Improvement; *Educational Quality; *Educational Technology; Elementary Secondary Education; *Excellence in Education; Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Internet; *Preservice Teacher Education; School Business Relationship; Student Teachers; Student Teaching; Teacher Improvement; Teachers

This proceedings provides teachers with a review of current research and innovative programs and practices viewed from an international perspective and offers to improve the quality of teacher education worldwide. The World Assembly theme was supported by plenary sessions and research-based paper presentations focusing on four topics: (1) redefining inservice and preservice teacher education for a technologically-linked interdependent world; (2) promoting professional qualities of teachers and teacher educators to improve existing knowledge of the personal, organizational, and social factors which influence the career-long learning and development of teachers and teacher educators; (3) improving the quality of teacher education through curriculum development to remodel curricula and prepare teachers and teacher educators for the 21st century with an openness to diversity and the multimedia superhighway; and (4) redefining excellence in education by fostering partnerships between teachers/higher education and business/industry in a global marketplace and involving business/industry and teacher/higher education in collaborative activities for mutual benefit. The report's seven sections include research and analysis by education leaders worldwide; a compilation of keynote and concurrent session papers delivered by Omani education leaders and scholars; academic papers presented during concurrent sessions by international educators; and the World Assembly communique and recommendations. (SM)

ED 433 302 SP 038 705

Hayakawa, Misao
The Impact of the Present Educational Reform upon Student Learning in Japan.
SPONS. AGENCY- Ministry of Education, Science, and Culture, Tokyo (Japan).
PUB DATE- 99
NOTE- 27p.; Paper presented at the Japan/United States Teacher Education Consortium (Honolulu, HI, August 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Discovery Learning; *Educational Change; Elementary Secondary Education; Faculty Development; Foreign Countries; Graduate Study; Higher Education; *Inquiry; Inservice Teacher Education; Preservice Teacher Education; Public Education; Students; Teacher Certification; Teacher Competencies; Teacher Improvement; Teacher Supply and Demand; Teachers; Teaching Methods
IDENTIFIERS- *Japan; *Reform Efforts

This paper examines Japan's current educational reform and discusses its impact on student learning. Section 1 describes the main features of the reform efforts, which focus on choice, II, and III National Collegiate Athletic Association (NCAA) member institutions. Tables are provided to offer meaningful summaries of the graduation-rates and enrollment data that Division I, II, and III institutions have provided to the NCAA and the federal government. The information offers comparisons between students and student athletes and between gender and racial groups. It also includes an overall look at the different sport categories included in the reports. The reports are divided into categories that are groups of similar institutions. The categories are based on NCAA subdivision, size of institution, and whether the institution is public or private. The categories reflect differences in institutional size and missions and place institutions with similar philosophies together. Data included in the tables are sums of all data collected from institutions in a given category. The report provides information about two groups of students: all undergraduates who were enrolled in a full-time program of studies for a degree and student athletes who received athletics aid from the institution upon initial enrollment. Data are provided in seven racial or ethnic groups. Three measures of graduation rates are provided: freshman-cohort rate, transfer-cohort rate, and exhausted-eligibility rate. (SM)

ED 433 320 SP 038 726

Illig, David C.
An Evaluation of the Academic Volunteer and Mentor Service Program.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; Grade Point Average; High Risk Students; High School Students; High Schools; *Mentors; Middle School Students; Middle Schools; Student Behavior; *Volunteers
IDENTIFIERS- California

This report evaluates the performance of the California Academic Volunteer and Mentor Service Program, addressing an assessment of the impact of mentoring on middle school and high school student achievement, attendance, and behavior. The program's goal is to use volunteer mentors to provide support to children at risk of academic failure and improve educational outcomes and behavior. Data for the assessment came from annual reports on treatment group and comparison group participants (which include grade point average, attendance, and behavior problems); evaluation reports from outside evaluators; and annual reports on various aspects of the programs. Data analysis indicated that academic mentoring may provide benefits for some children. The researchers caution that this weak endorsement should be viewed with caution because there is much work to be done yet in order to draw any conclusions--either positive or negative. The report presents recommendations for consideration in future projects. An appendix presents three tables: summary of regression and T-score data, number of schools for which statistically significant results were found, and school sites with statistically significant grade point average or attendance variables. (SM)

ED 433 321 SP 038 727

Reppert, James E.
The SAU Report: National Council for Accreditation of Teacher

create their own personal supervisory platform and offers a guide to facilitate the development of a collaborative site vision and plan for supervision. Included are guidelines for discussion exercises and observation practice sheets. (SM)

ED 433 340 SP 038 761

Youth, AIDS, and HIV. Resources for Educators and Policymakers, 1999-2000. A Directory of Selected National, State, and Local Resources, and an Annotated Resource Listing of Audiovisual, Print, and Software Materials for AIDS Education and HIV Prevention. Bulletin No. 99218.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Child Health; Children; Community Education; Comprehensive School Health Education; Elementary Secondary Education; *Health Promotion; Student Behavior; Students
IDENTIFIERS- Health Behavior; Health Policy; Risk Reduction; Risk Taking Behavior; *Sexually Transmitted Diseases; Wisconsin

This resource document provides information about technical assistance and educational materials that can guide the development, implementation, and evaluation of acquired immunodeficiency syndrome (AIDS) education. The resources also offer information about programs whose goals are to prevent the spread of human immunodeficiency virus (HIV) and other sexually transmitted diseases (STDs) among school-aged youth in Wisconsin. The document is divided into two sections: a resource directory and an annotated resource list (audiovisuals; books, journals, reports, and articles; guides; curricula; pamphlets/brochures; booklets/other; and magazines). As a whole, they provide the contacts and the foundation, respectively, for families, communities, and schools to fight the spread of AIDS, HIV, and other STDs. (SM)

ED 433 341 SP 038 762

McGinnis, J. Randy; Parker, Carolyn
Teacher Candidates' Attitudes and Beliefs of Subject Matter and Pedagogy Measured throughout Their Reform-Based Mathematics and Science Teacher Preparation Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; Higher Education; *Mathematics Instruction; Mathematics Teachers; Preservice Teacher Education; *Science Instruction; Science Teachers; *Student Teacher Attitudes; Student Teachers; Teaching Methods
IDENTIFIERS- Maryland; National Science Foundation

This study reports the use of a valid and reliable instrument, "Attitudes and Beliefs About the Nature of and the Teaching of Mathematics and Science," to measure teacher candidates' attitudes and beliefs about the nature of mathematics and science teaching. This paper examines how teacher candidates

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Interaction; *Research Design; Simulation
IDENTIFIERS- Additive Models; *Blocks; Curvilinear Functions; *Randomization; Type I Errors

The type I error control and power of a number of analysis of covariance (ANCOVA) and randomized block (RB) designs with curvilinear data were studied for tests of the additive treatment effect and interaction. For tests of additive effects, the analysis was also conducted using systematic assignment to treatments and using random assignment with a higher order covariate. Each of the analyses was conducted using the normal measure of random variability, score variation from parallel lines, and score variation from unique lines. A FORTRAN program was written to simulate data that could be analyzed with each alternative. The most interesting finding is the monumental inflation of the Type I error rate for the standard ANCOVA with random assignment of subjects when used to detect differences in slope. The source of this inflated error rate lies in the assumptions of ANCOVA. Because of this inflated error rate, it is recommended that systematic assignment be used when an individual difference variable is built into an experimental design. There may be situations in which use of a higher order covariate or RB designs will serve the experimenter better, but ANCOVA with systematic assignment and errors about unique regression lines appears to be the current best practice. (Contains 3 tables, 1 figure, and 13 references.) (SLD)

ED 433 361 TM 030 050

Visser, Jan
Overcoming the Underdevelopment of Learning: A Transdisciplinary View.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Interdisciplinary Approach; *Learning

This paper provides a conceptual framework for a symposium on "Overcoming the Underdevelopment of Learning." Learning is an underdeveloped concept. School-based learning is, in many parts of the world, still based on the assumption that human intervention in the world is linear and that preparation for life is more important than preparation for learning during the lifespan. Fundamental changes in school systems, attitudinal change in the actors in a school, and the conceptualization of more comprehensive learning environments of which the school is part, are some urgent requirements. Learning is a transdisciplinary concept that relates to many diverse issues and concerns. It also must be recognized that learning has to do with the capacity to interact creatively and constructively with problems. In much of current educational practice, problems are at best concealed and at worst ignored. Learning needs to be refocused on problems, including their historical and epistemological contexts. (Contains 43 references.) (Author/SLD)

Secondary Education; *Poverty; Power Structure; Teacher Education; *Teaching Methods
IDENTIFIERS- *Freire (Paulo)

This special edition honors the life and work of Paulo Freire by recalling the impact he had and continues to have on educators and students. Articles in this issue are: (1) "Editor's Introduction" (Tom Wilson); (2) "Nita's Elegy to Paulo Freire (in Portuguese) 'Privilegio, Pobreza e Poder'" (Ana Maria Araujo "Nita" Freire); (3) "Elegy to Paulo Freire (in English) 'Privilege, Poverty and Power'" (Ana Maria Araujo "Nita" Freire); (4) "The Bottom of the Barrel" (David Keiser); (5) "The Paulo Freire Democratic Project" (Penny Bryan and Tom Wilson); (6) "The courage to stand alone, a found poem" (Bobbi Fisher and Jan Osborn); (7) "The Revolutionary Legacy of Paulo Freire" (Peter McLaren and Valerie Scatamburlo); (8) "Questions for a Rock" (David Keiser); (9) "Teacher Research: Praxis for the Oppressed" (Susie Weston-Barajas); (10) "Power, Politics, and the Middle School Classroom" (Chris Byron); (11) "The Right To Choose Choice" (Cora Sorenson); (12) "Learning Together from Each Other" (Cheryl King); (13) "Uncovering a Myth" (Deedee Carr); (14) "How Fifth Grade & Paulo Freire Taught Me To Teach Graduate School" (Lani M. Martin); (15) "South Africa: Lessons from Freire's Humanizing Pedagogy" (Ivy N. Goduka); (16) "Paulo Freire in Memory" (Zumara Cline); and (17) "River Stone" (David Hart). (SLD)

ED 433 383 UD 032 989

Grade Level Retention of Texas Students. 1995-96 Report.
PUB DATE- 97
NOTE- 143p.; For the 1994-95 report, see UD 032 987.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Age Differences; *Blacks; Elementary Secondary Education; *Ethnicity; *Grade Repetition; *Hispanic Americans; Minority Groups; *Racial Differences; *Sex Differences; State Legislation; Student Promotion; Tables (Data); Whites
IDENTIFIERS- African Americans; *Texas

The Texas Education Code requires the Texas Education Agency to submit a comprehensive biennial report containing a summary of information related to grade level retention of students in the Texas public school system. This report looks at retention in Texas based on data collected over a 3-year period, beginning with the 1993-94 school year. The information is analyzed by grade, ethnicity, and gender, as well as other student characteristics. The trends identified in this report provide policymakers with a basis for reviewing state policies related to grade level retention and the needs of students at risk of school failure. In 1995-96, 144,683 students were retained in grade in Texas, for an overall retention rate of 4.3%. The highest retention rate was at grade 9; at the elementary level, the highest retention was in grade 1. Hispanic American and African American students were more likely to be retained than White students; males and disadvantaged students also displayed higher rates of retention. Districts in urban areas had the highest retention rates. Four appendixes contain data on retention by grade and ethnicity, retention by district, retention by campus characteristics, and district retention rates by grade. (Contains 10 tables, 3 figures, and 9 references.) (SLD)

Chow, Esther Ngan-Ling
Exploring Critical Feminist Pedagogy: The Dialogic, Experiential, and Participatory (DEP) Approach in Teaching and Learning.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Sociological Association (Chicago, IL, August 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feminism; Ideology; Learning; Personal Narratives; Socialization; *Teacher Attitudes; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Critical Pedagogy; Feminist Pedagogy

This essay uses the interplay of biography and the historical development of society to discuss how one female teacher has experienced learning and teaching throughout her life. It also presents the results of the teacher's exploration of the dialogic, experiential, and participatory (DEP) approach to teaching and learning that she has explored. The essay first examines how the colonized education that the teacher received as a child in Hong Kong and a patriarchal society shaped the ways that she was taught and her later teaching. Following this is an analysis of how the teacher's experience of feminist enlightenment and critical pedagogy contested the hegemonic culture and patriarchal rules of her past and opposed conventional teaching approaches. The DEP approach seemed to be a promising critical feminist pedagogy that offered an alternative to the domesticate mode of teaching, but the teacher has actually found it to be better in theory than in practice. Six issues of DEP implementation are outlined. (Contains 19 references.) (SLD)

ED 433 405 UD 033 094

Sunderman, Gail L.; Mickelsen, Heidi
Implementing Title I Schoolwide Projects in a Complex Policy Environment: Integrating Standards and School Reform in the Chicago Public Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Compensatory Education; *Disadvantaged Youth; *Educational Change; Educational Policy; Educational Practices; Elementary Secondary Education; Political Influences; *Program Implementation; *Public Policy; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994; Reform Efforts

This study examined how recent federal, state, and district policies shape the design and implementation of schoolwide programs for Title I students in the Chicago Public Schools (Illinois). Four inner city elementary schools were selected for the study. Two had academic outcomes higher than expected, and the other two had lower academic outcomes than expected. A

Pine, Amy
California County Data Book 1997 and Report Card 1997. Challenges Ahead: Can Counties Make the Grade? A Children Now Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Child Abuse; Child Health; Child Neglect; Child Support; Child Welfare; Children; Consumer Economics; *Counties; Demography; Divorce; Dropout Rate; Early Parenthood; Educational Attainment; Elementary Secondary Education; Employed Parents; Enrollment; Expenditures; High School Graduates; Infant Mortality; Mortality Rate; Poverty; Prenatal Care; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Unemployment; Violence; *Well Being
IDENTIFIERS- Arrests; *California; Child Mortality; *Indicators

This Kids Count data book and report card examines statewide and county level trends in the well-being of California's children, with an additional focus on indicators of the new economic realities encountered by families as counties take on greater responsibility for local welfare programs. The statistical portrait is based on indicators in the following 12 areas: (1) family economic realities; (2) family expenses and child support; (3) family health; (4) infant mortality; (5) teen births; (6) high school dropout rates; (7) high school graduates prepared for college; (8) K-12 education; (9) child abuse; (10) foster care; (11) gun-related incidents resulting in child injury or death; and (12) youth arrests. The report's introduction details serious limitations with the available data, discusses data interpretation, and presents recommendations for state and county officials and Californian citizens to improve conditions for California families. The bulk of the report contains state and county level fact sheets reporting on demographic information and the indicators throughout the 1990s. The California fact sheet indicates that although the state economy is booming, a large percentage of children are from low-income or extremely poor families. The infant mortality rate dropped considerably since 1990; however, birth outcomes have not improved. The teen birth rate decreased for all ethnic groups. There has been steady improvement in the high school dropout rate for all ethnic groups. After climbing steadily for 10 years, the child abuse rate leveled off in the last 2 years. The report's summary tables list state and countywide data for comparison purposes. (KB)

ED 433 133 PS 027 854

Talk with Your Kids...before Everyone Else Does: Talking with Kids about Tough Issues.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

serves, types of living arrangements, lengths of stay, the services offered, and aftercare approaches, illustrating each discussion with examples and quotes from program staff. The report highlights program elements found to make family care programs effective, including comprehensive services, longer treatment timelines and aftercare procedures, priority given to children's safety, an accepting yet demanding treatment environment, staff quality, and active peer support among residents. Also noted are the significant challenges in evaluating the effectiveness of family care programs, and evidence of women's enhanced participation in education and employment, decreased homelessness, increased self-esteem, and decreased depression and stress. Highlighting evidence of the positive impact of family care on children involved in such programs, the report concludes with recommendations for enlarging the impact of family care. Five appendices include a description of the study's methodology, one-page program summaries for all the programs surveyed, and a selective annotated bibliography on family care and related issues. Contains approximately 50 references. (KB)

ED 433 151 PS 027 913

The State of America's Children Yearbook, 1999.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99
NOTE- 192p.; For 1998 Yearbook, see ED 418 794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *At Risk Persons; Child Abuse; Child Advocacy; *Child Health; Child Support; Child Welfare; *Childhood Needs; *Children; Day Care; Early Parenthood; Educational Improvement; Elementary Secondary Education; Employed Parents; Family Income; Family Problems; Family Violence; Federal Aid; Federal Legislation; Financial Support; Government Role; Health Insurance; Poverty; Preschool Education; Prevention; *Social Indicators; Social Problems; State Programs; Substance Abuse; Tables (Data); Victims of Crime; Violence; *Well Being; World Wide Web; Youth Problems
IDENTIFIERS- *Indicators

This report on the well-being of America's children highlights the critical need for renewed commitment to children by all sectors of society. The introduction describes health and educational outcomes for poor children and maintains that preparing all of the nation's children for the future and protecting them in the present is the greatest human rights and moral challenge facing the nation. The six chapters of the report focus on the following: (1) family income, including the pervasiveness of child poverty, the working poor, and legislative progress; (2) child health, including the problem of uninsured children and the Child Health Insurance Program; (3) child care, describing federal, state, and local initiatives, and presenting an action agenda; (4) education, including the Goals 2000 initiative, lagging international performance, reform efforts, and early and higher education; (5) children and families in crisis, including incidence estimates, the Adoption and Safe Families Act, attending to older teens in foster care, and increasing the emphasis on prevention; and (6) juvenile justice and youth development, including drops in violent crime rates, children and guns, the benefits of development, the indigenous population fell further behind and was highly at risk of deprivation. The social situation of children also remained bleak. Improved household welfare was related to participation in the informal sector, smaller household size, greater education, and access to basic services. Peru's growth path was pro-poor because sectors with poorer workers grew fastest. However, agricultural growth was not strong. Simulations show that growth remains important for poverty reduction in Peru, but type of growth and its regional distribution are also important. Policy changes could achieve a much bigger impact with available resources. Appendices describe a household panel study and research methodology. (Contains 50 references, over 50 data tables and figures, and a lengthy summary in Spanish.) (SV)

ED 433 169 RC 022 073

Bainer, Deborah L., Ed.; Kramer, Gene A., Ed.; Smith, Richard M., Ed.
Mid-Western Educational Researcher, 1999.
PUB DATE- 99
NOTE- 186p.; For previous volumes, see ED 428 905. This serial is covered on an article-by-article basis in CIJE.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Beginning Teacher Induction; Educational Practices; *Educational Research; Elementary Secondary Education; Higher Education; *Mentors; *Research Methodology; Teacher Education
IDENTIFIERS- United States (Midwest)

Volume 12 of the Mid-Western Educational Researcher contains four issues. The first issue includes kick-off, keynote, luncheon, and presidential addresses from the annual meeting of the Mid-Western Educational Research Association (MWERA), held in Chicago, Illinois, in October 1998. Issue 3 is the program for MWERA's annual meeting in Chicago, Illinois, October 1999. Issue 4 focuses on teacher mentoring in the Midwest. Articles are: "Policy Research in Higher Education: Data, Decisions, Dilemmas, and Disconnect" (Edward R. Hines); "Western Governors University: University of the Future" (Robert C. Albrecht); "Academic Careers in the Twenty First Century: New Options for Faculty" (Judith M. Gappa); "Free Market Policies and Public Education: At What (Opportunity) Cost?" (Kim K. Metcalf); "Conference Highlights" (Jeffrey B. Hecht); "Electronic or Paper? Comparing Submissions to MWERA-98" (Jeffrey B. Hecht); "The History of MWERA and the Role and Scope of Its Historian" (Thomas S. Parish); "The Use of Tests of Statistical Significance" (Thomas R. Knapp); "The Value of Multimethod Qualitative/Quantitative Research Methodology in an Educational Program Evaluation: A Case Study" (Catherine C. Knight, Walter J. Kuleck); "Multimethod Analysis of Mathematics Achievement Tests" (Dimiter M. Dimitrov); "Review of 'Conducting Survey Research in the Social Sciences'" (John M. Linacre); "The Status of High School Scheduling in Illinois" (Donald G. Hackman); "Time Spent on Higher-Order Tasks in Two Teacher-Apprentice Options" (Elizabeth A. Wilkins-Canter, Audrey T. Edwards); "The Relationship between Culture and Cognitive Style: A Review of the Evidence and Some Reflections for the Classroom" (Joan Thrower Timm); "Mentoring: An Introduction" (Mary K. Bendixen-Noe); "Issues in Mentoring Programs for Teachers" (Deborah L. Bainer); "Mentor Accountability: Varying Responses to the New Jersey Provisional Teacher Certification Program and Their Implications for Proposed Changes in Wisconsin Licensure" (Anne D'Antonio Stinson); "Leading the

Maurer, Matthew J.
Information Sources for Science Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Higher Education; *Information Sources; *Resource Materials; *Science Education; Teaching Methods; World Wide Web
IDENTIFIERS- ERIC Digests

In the information age of instant access to libraries, databases, information centers, organizations, government agencies, and self-appointed experts worldwide, it is hard to decide where to turn for accurate, reliable, and up-to-date information about science education. This digest provides an annotated listing of World Wide Web resources and contact information pertaining to science education. Though not an exhaustive list of everything that is available, the information provided here represents a range of resources as starting points in the quest for information. The list is organized by the following categories: (1) Organizations; (2) Research and Information Centers; (3) Publications; (4) Journals; and (5) World Wide Web Resources. (CCM)

ED 433 192 SE 061 969

Ozgun-Koca, S. Asli
Technology in Mathematics Education: Internet Resources. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Software; Educational Resources; *Educational Technology; Elementary Secondary Education; *Graphing Calculators; *Mathematics Education
IDENTIFIERS- Calculator Based Laboratories; ERIC Digests

In this age of digital technology, calculators, computers, and educational software, calculator-based laboratories have become important elements in the learning and teaching of mathematics. This digest provides an annotated listing of World Wide Web resources and contact information for organizations pertaining to technology use in mathematics education. Though not an exhaustive list of everything that is available, the information provided here represents a range of resources as starting points in the quest for information. The list is organized by the following categories: (1) General Technology Sites; (2) Calculators; (3) Calculator-Based Laboratories; and (4) Educational Software. (ASK)

ED 433 193 SE 061 971

Garcia-Barbosa, Tamara J.; Mascazine, John R.

Using the Internet To Enrich Science Teaching and Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Resource Materials; Science Activities; *Science Instruction; Teaching Methods; *World Wide Web
IDENTIFIERS- ERIC Digests

Educators are constantly seeking new ways to capture the attention of students and create active learning environments where minds are engaged and students are nurtured. The full potential of the Internet as a tool for learning is still being explored. This digest offers some examples of ways in which the Internet can be used as a tool for teaching and learning science. Sections include: (1) "Facilitating Productive Interactions"; (2) "Finding New Sources of Information"; (3) "Seeking Assistance"; (4) "Staying Informed"; (5) "Extending Classroom Activities"; (6) "Doing Research"; (7) "Getting Involved in Projects"; and (8) "Enrich Personal Experience." (CCM)

ED 433 219 SE 062 507

Lee, Hea-Jin
Resources for Teaching and Learning about Probability and Statistics. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; Mathematics Activities; *Mathematics Instruction; *Probability; *Statistics; World Wide Web
IDENTIFIERS- ERIC Digests

As increased use of technology and empirical science spreads throughout the global community, the use of data and graphs to communicate information increases also. This digest offers resources for teaching and learning about probability and statistics. It begins with key issues and continues with recommendations to overcome the difficulties in the teaching and learning of probability and statistics. It also provides an annotated listing of World Wide Web resources and materials introducing activities on probability and statistics. (ASK)

ED 433 220 SE 062 520

BLM Environmental Education National Strategy.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Contests, and Events" (Terese Herrera, Leah Poynter, and Judy Spicer); (7) "Walter Wick's Tricks Engage Young Minds, and Selecting Books? NSTA Provides Guidance" (Annette Thorson); (8) "20 Ways to Foster Creativity in Your Students" (Laura C. Mohr); (9) "'Students Questioning Students' Leads to Better Learning" (Judith Engel with Mathematics Students at The Bronx High School of Science); and (10) "Classroom Resources for Inquiry and Problem Solving" (Terese Herrera and Kimberly S. Roempler). Educational news, editorials, essays, classroom stories, and columns on topics of interest to classroom innovators are also included. (WRM)

ED 433 243 SE 062 784

Kimmelman, Paul; Kroeze, David; Schmidt, William; van der Ploeg, Arie; McNeely, Maggie; Tan, Alexandra
A First Look at What We Can Learn from High Performing School Districts: An Analysis of TIMSS Data from the First in the World Consortium.
PUB DATE- 99
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Mathematics Achievement; Mathematics Education; *School Districts; Science Education; *Socioeconomic Influences; Teaching Methods
IDENTIFIERS- *Third International Mathematics and Science Study

Interest in the First in the World (FiW) Consortium's activities has been intense for a number of reasons. Initial results show that the FiW Consortium is well on its way to meeting its goal, with the FiW performing at or near the top of the world on the international benchmark chosen by the Consortium--the Third International Math and Science Study (TIMSS). A status report is provided on the FiW's initial activities. The first section describes the districts that make up the FiW Consortium and outlines the Consortium's history, purpose, goals, and plan of action to become the first in the world in math and science. The second section documents how the students from the FiW Consortium performed when benchmarked against an international comparison, the TIMSS assessment. The next section discusses the impact that socio-economic variables could have on the performance of FiW students. The fourth section presents data on the contexts for teaching and learning mathematics in the FiW, exploring differences between the FiW and the U.S. and, where data are readily available, differences between the contexts for teaching in the FiW and countries with high mathematics achievement. The fifth section describes some of the activities being undertaken by the FiW Consortium to improve math and science education, highlighting a recent project that is using data from TIMSS and other sources to improve science instruction. The final section summarizes the whole report and offers some possible questions for future research. Two appendices provide: (1) contact information and characteristics of FiW Consortium Districts; and (2) 12 tables presenting FiW TIMSS Achievement Results by country. (Contains 19 references and 32 endnotes.) (ASK)

ED 433 244 SE 062 788

Novello, Mary K.
Recent Research in Math, Science, Language Arts, Social Studies and the Arts.

were identified by the school communities were respect, acceptance and diversity, self reflection, and responsibility. The report offers five words or phrases the study team selected from the student-view-of-school word checklist that showed how much voice students felt they had at school: (1) democratic, (2) fair, (3) not afraid to complain, (4) stands up for belief, and (5) talkative. The report finds that the chief opportunity for learning to express the individual voice and nurturing elements necessary for moral growth is the weekly meeting for worship. Other practices such as meeting for business, gatherings, judiciary committees, and threshing sessions support the development of student voice. The best climate for moral growth in Friends schools seems to be one in which students are not afraid to speak up, where they are taught the skill of listening to others and are provided the time and encouragement for self-reflection, and where they are included in key processes and practices in which important decisions about their lives are being made. Appendixes list study team members and participating schools, and give information about the survey, development of quantitative research design, and queries for school self-study. Contains 10 references. (BT)

ED 433 267 SO 030 949

Dupree, Sandra K., Comp.; Gillum, Holly A., Comp.
Kwanzaa: A Selective Annotated Bibliography for Teachers.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Black Culture; *Blacks; *Cultural Enrichment; Curriculum Enrichment; Elementary Secondary Education; Information Sources; Social Studies
IDENTIFIERS- *African Americans; *Kwanzaa

This annotated bibliography about Kwanzaa, an end-of-the-year holiday that emphasizes an appreciation for the culture of African Americans, aims to provide ready access to information for classroom teachers. Noting that Kwanzaa (celebrated from December 26 to January 1) is an important cultural event, the bibliography states that the festival should be introduced and investigated in a classroom setting. The sources listed in the bibliography have been reviewed for content and educational merit. The bibliography includes 20 books, 10 sections from books, 10 periodicals, 10 World Wide Web sites, 5 ERIC documents, and 5 audiovisuals. The sources may be used as a whole or as supplements to existing units. (BT)

ED 433 268 SO 030 984

Mistrik, Erich
Citizenship Education in Slovak Education.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Curriculum Development; *Democracy; *Democratic Values; Elementary Secondary Education; Foreign Countries; Social Studies
IDENTIFIERS- *Slovakia; Velvet Revolution (Czechoslovakia 1989)

The present-day curriculum for citizenship education in Slovakia was developed after changes in the political situation brought teachers view their classroom practices in relation to the philosophy and goals of the programs. Research methods included participant observation; interviews with students, parents, teachers, and administrators; and collection of school documents that record the histories, policy, stories of success, and problems. Preliminary findings suggest that underlying the inception of each program is a belief in the need to address issues of gender for adolescents. Some of the original purposes of these single-gender classes that have been suggested by teachers and administrators in all three programs include providing opportunities for adolescents to focus more on their academic learning rather than on social concerns; providing "safe and comfortable" environments for students to discuss issues of importance to them as gendered people; and providing a place where girls may gain skills and confidence in the areas of mathematics, science, and technology. Objectives for boys were less clear, but include a greater focus on schoolwork and a focus on increased literacy skills and interests. These programs are changing the nature of their schools. Contains 30 references. (BT)

ED 433 286 SO 031 048

Lien, Hsi Nancy
A Challenge toward Binary Racial Epistemology: The Reconstruction of Cultural Identity in Multicultural Teacher Education.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Ethnography; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Preservice Teachers; Teacher Attitudes; *Teacher Response
IDENTIFIERS- *Cultural Epistemology

This paper discusses a study which examined the manifestation of racial epistemology in the teaching and learning of multicultural education in three university classrooms. In this research, ethnographic data were collected and interpreted to understand preservice teachers' divergent responses toward multicultural education classrooms. Based on the data, the paper suggests that responses to multicultural teacher education need to be understood in terms of preservice teachers' conceptions of their own cultural identity in which the self and others are situated in an oppositional relation, and that by not challenging preservice teachers' binary epistemological world, multicultural education is seen as education for minority students and has little impact on preservice teachers' beliefs, values, and attitudes. The implementation of multicultural teacher education needs to involve a reconstruction of preservice teachers' cultural identities in which relations with self and others are reconceptualized in a culturally diverse, and yet democratic, society. Contains a 55-item bibliography. (BT)

ED 433 287 SO 031 154

Moreira, Antonio Flavio Barbosa; Macedo, Elizabeth
Reconceptualizing Educational Transfer: Brazilian Curriculum Field in the Nineties.
PUB DATE- 99

diversity, flexibility, competition, and excellence in education. Section 2 looks at Japan's changing system of teacher education, noting the dropping rates of teacher employment and the resulting cuts in preservice student enrollments and reductions in numbers of teacher educators. Citizens are demanding quality education but criticizing schools and teachers in their inability to cope with problematic behaviors in schools. As a result, the government has declared that all preservice teachers must take a course in psychological counseling. In 1998 the Ministry of Education decided to revise the teacher certification system. The change is designed to be incremental and melioristic, though many teachers consider it dramatic. Japan's teacher education system is cognitively oriented and knowledge centered. The educational reform is working to upgrade the quality of inservice education, and more graduate programs are being developed. Section 3 discusses the impact of inquiry-based learning on student learning, noting the effect of adding inquiry-based learning into the curriculum. It examines the importance of colleges and universities playing a major role in the reconstruction of elementary and secondary education. The paper notes that Japan's ongoing educational reform will be strongly influenced by U.S. education. (Contains 25 references.) (SM)

ED 433 303 SP 038 706

USDA's Great Nutrition Adventure Packet .
PUB DATE- 96
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Cooking Instruction; *Dietetics; Eating Habits; Elementary Secondary Education; *Food Service; Foods Instruction; *Health Promotion; Instructional Materials; Lunch Programs; *Nutrition Instruction; Recipes (Food)
IDENTIFIERS- School Lunch Program

This nutrition education packet provides information to schools setting up healthy school meal programs and nutrition education programs. Team Nutrition schools will involve students, teachers, families, food service personnel, and community organizations in nutrition education activities. The packet contains fact sheets that focus on: the Great Nutrition Adventure, what chefs need to know about school lunch, and Team Nutrition schools information. The packet also offers a description of Team Nutrition events from across the nation. An event planner offers a week-by-week action/media plan, ideas for a nutrition adventure, information on chefs in the classroom and in the cafeteria, and resources for further information. A booklet entitled "The Chef Connection" presents a directory of chefs for school partnerships. Promotional materials include a videotape; a sample action plan, teaser, and news release; logo and letterhead slicks; chefs' recipes; a certificate of appreciation; and a poster. (SM)

ED 433 304 SP 038 707

Cole, Nancy S.
Assessment and Teacher Education. Sharing the Bull's-Eye. 39th Charles W. Hunt Memorial Lecture.
SPONS. AGENCY- Philip Morris Inc., New York, NY.

Education Standards, Procedures, and Policies. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Elementary Secondary Education; Higher Education; *Institutional Evaluation; *Preservice Teacher Education; *State Standards; Videotape Recordings
IDENTIFIERS- National Council for Accreditation of Teacher Educ; Southern Arkansas University

This 25-minute videotape is a production of the Broadcast Journalism emphasis at Southern Arkansas University (SAU) in Magnolia. SAU is a state-supported institution with an enrollment of 2,500 students. During the 1998-99 academic year, a team representing the National Council for Accreditation of Teacher Education (NCATE) evaluated the SAU School of Education. Arkansas state law mandates NCATE accreditation for all institutions of higher education with teacher education programs. At the time of the onsite visit by the NCATE team, SAU's accreditation status was probationary, even though it had been continually accredited since 1967. A 1995 study cited SAU for weaknesses in 7 of the 20 NCATE standards. In this videotape, Dr. Larry McNeal, a professor of education and NCATE coordinator at SAU, addresses the accreditation process and his development of an overall plan. He discusses how the SAU School of Education passed each of the 20 NCATE standards. (SM)

ED 433 322 SP 038 732

Mitchell, Douglas E.; Scott, Linda D.; Hendrick, Irving G.; Boyns, David E.
The California Beginning Teacher Support and Assessment Program. 1998 Statewide Evaluation Study.
SPONS. AGENCY- Riverside County Dept. of Education, CA.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Career Choice; Elementary Secondary Education; Job Satisfaction; Program Evaluation; *Teacher Attitudes; Teacher Certification; Teacher Evaluation; Teacher Responsibility; Teaching Skills
IDENTIFIERS- California

This report summarizes the policy framework for operating the California Beginning Teacher Support and Assessment (BTSA) program and interprets information from a statewide evaluation survey of all beginning teachers, support providers, and school site administrators in 34 local BTSA projects. It reviews 3 years of data, emphasizing spring 1998. Results indicate a generally positive appraisal of BTSA's impact on targeted outcomes (teaching skills, teacher confidence, and job satisfaction). BTSA beginning teachers expressed a strong belief that they made the right decision to become teachers. There was general agreement that BTSA program goals were clear and participation in organized BTSA activities was valuable for beginning teachers. About 42 percent of 1998 BTSA beginning teachers were employed on emergency permits or provisional certificates or were in training in district or university intern programs. The number of teachers using provisional or felt over 3 years. Teacher candidates were from the Maryland Collaborative for Teacher Preparation (MCTP), a National Science Foundation-funded undergraduate teacher preparation program for specialist mathematics and science elementary/middle school teachers. The student teachers completed the instrument in MCTP classes twice each semester for two semesters, then completed it by mail over three more semesters. The instrument had five subscales: beliefs about the nature of mathematics and science; attitudes toward mathematics and science; beliefs about the teaching of mathematics and science; attitudes toward using technology to teach mathematics and science; and attitudes toward teaching mathematics and science. Data analysis indicated that the MCTP was affecting participants' attitudes toward and beliefs about mathematics and science in the intended direction on all five subscales of the instrument. The magnitude of change was statistically significant for three of the subscales and approached significance for one other. (Contains 5 tables, 5 figures, and 34 references.) (SM)

ED 433 342 SP 039 735

Sizer, Theodore R.; Sizer, Nancy Faust
The Students are Watching: Schools and the Moral Contract.
PUB DATE- 99
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Ethical Instruction; Moral Development; *Moral Values; *Personality Development; Secondary Education; Secondary School Students; Students; *Teacher Responsibility; Teacher Student Relationship; Teachers
IDENTIFIERS- Character Education

This book claims that morality is a two-way street, and adolescent students learn by watching teachers. It argues that schools should incorporate morality as a pivotal tool in education, noting that the American school is an exhausting, inefficient, and often dehumanizing place of work for teenagers and their elders. Students learn not just from their classes but from their school's routines and rituals, especially about matters of character. Schools must constantly demonstrate a belief in students. They must be a place where children will not only meet important academic goals but also acquire good intellectual habits and develop their own moral agency. Only then will students go on to make wise and principled decisions, even when they are on their own. The book's six chapters are (1) "Modeling," (2) "Grappling," (3) "Bluffing," (4) "Sorting," (5) "Shoving," and (6) "Fearing." An afterword presents "Thinking." (SM)

ED 433 343 SP 039 741

van Wessum, Loes
Collaboration and Teachers' Perception of Professionality in Schools for Secondary Education.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 433 362 TM 030 051

Chiu, Christopher W. T.; Pearson, P. David
Synthesizing the Effects of Test Accommodations for Special Education and Limited English Proficient Students.
SPONS. AGENCY- American Institutes for Research in the Behavioral Sciences, Palo Alto, CA.
PUB DATE- 99
NOTE- 51p.; Paper presented at the National Conference on Large Scale Assessment (Snowbird, UT, June 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; Achievement Tests; *Disabilities; Elementary Secondary Education; *Limited English Speaking; Meta Analysis; Research Reports; *Special Education; Test Results; *Testing Problems; Timed Tests
IDENTIFIERS- *Testing Accommodations (Disabilities)

Test accommodations for special education (SP) and limited English proficient (LEP) students have attracted much attention recently because proper accommodations promote inclusion and allow students to perform optimally. A meta-analysis of 30 research studies found empirical evidence supporting the position that, with appropriate accommodations, SP and LEP students can increase their scores on standardized achievement tests. Compared to conditions of no accommodation, students increased their scores by an average of 0.16 standard deviation. Relative to general education students, accommodated SP and LEP students demonstrated an average accommodation advantage of 0.10 standard deviation. Interpretations of these average effects require careful analyses because of the variety of accommodations, the specific status of the students, and the varying implementations of the accommodations. Providing additional time or unlimited time is the most frequently investigated accommodation. Other accommodations investigated were assistive devices, presentation formats, response formats, test settings, radical accommodations, and combinations of accommodations. Age did not seem to be a factor; elementary and postsecondary students benefited from accommodations. Narrative descriptions are given of the situations in which positive and negative effects of accommodation appear to emerge. An appendix lists and summarizes the studies analyzed. (Contains 63 references.) (Author/SLD)

ED 433 363 TM 030 052

Results of the American College Test (ACT), 1998. Data Update.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Entrance Examinations; *Core Curriculum; *High School Seniors; High Schools; Racial Differences; Scores; Sex Differences; Tables (Data); *Test Results
IDENTIFIERS- *ACT Assessment; *South Carolina

Results are reported for South Carolina students for the four tests of the American College Test (ACT) (English, mathematics, reading, and science reasoning) and the ACT composite. In 1998, the average composite score for the 995,039 graduating seniors

ED 433 384 UD 032 990

Fashola, Olatokunbo S.
The Child First Authority After-School Program: A Descriptive Evaluation. Report No. 38.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; Community Programs; Elementary Education; *Extended School Day; Models; *Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD

The Child First Authority (CFA) is a Baltimore (Maryland) community-wide after-school program that seeks to improve the quality of life in low socioeconomic status communities. The CFA, which is funded by local government agencies and coordinated by Baltimoreans United in Leadership Development (BUILD), established after-school programs in 10 schools during its first year of operation. Each program included an extended school-day component concentrating on academics. The program uses schools as hubs of activity in which parents, staff, administrators, church members, students, and other community members get together. BUILD oversees the program as a whole and specifies the parent/community components of the programs, but the programs have evolved differently at the different sites. This report describes the creation of CFA, the overall components of the program, and the activities in the start-up year. Data from the start-up year and the beginning of the second year indicate that a specific Child First model has been developed in which school sites use common concepts and administrative structures, maintain an academic extended school day component, and vary the types of activities that they offer according to local decisions and preferences. (Contains 19 figures and 8 references.) (Author/SLD)

ED 433 385 UD 032 991

Legters, Nettie E.
Teacher Collaboration in a Restructuring Urban High School. Report No. 37.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; American Educational Research Association, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Collegiality; *Cooperation; Educational Change; *High Schools; Interdisciplinary Approach; Professional Development; *School Restructuring; *Secondary School Teachers; Team Teaching; *Urban Schools

This report examines the impact of three restructuring strategies--interdisciplinary teaming, school-within-a-school organization, and flexible scheduling---on professional interactions between teachers. The ways in which collegiality and collaboration have been addressed in the education literature are discussed, and how collaboration is comparative case study method was used to study how the schools designed and implemented schoolwide Title I projects, how state and district reform affected the implementation of the Title I programs, and how standards were being implemented in schools with schoolwide projects. Semi-structured interviews were conducted with principals, teachers, Title I coordinators, and teaching assistants. In Chicago, schoolwide Title I programs were scarcely distinguishable from the regular instructional program. Schools in Chicago no longer identify Title I students or pull them out of the regular classroom for instruction. By allocating additional funding to schools with high concentrations of poor students, schools are able to design programs that address the special needs of these students. Schoolwide programs increased the flexibility schools had to design programs that reduce curricular and instructional fragmentation. However, schools differed in how they allocated Title I resources. Study findings show that the policy environment in which schools operate influences how they design and implement their Title I schoolwide programs. (Contains 3 tables and 14 references.) (SLD)

ED 433 406 UD 033 095

May, Stephen, Ed.
Critical Multiculturalism: Rethinking Multicultural and Antiracist Education.
PUB DATE- 99
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; Foreign Countries; *Multicultural Education; Partnerships in Education; Racial Discrimination; *Racial Identification; *Teacher Education; *Teaching Methods; Urban Schools

This collection brings together the traditions of commitment to antiracist education and identity-based education. Selections from academic commentators on multicultural education link educational theory and practice in the discussion of culturally pluralist schooling. The collection contains the following chapters: (1) "Critical Multiculturalism and Cultural Difference: Avoiding Essentialism" (Stephen May); (2) "Racism and Multicultural Education: Rethinking 'Race' and 'Whiteness' in Late Capitalism" (Peter McLaren and Rodolfo Torres); (3) "Racism, 'Postmodernism' and Reflexive Multiculturalism" (Ali Rattansi); (4) "Forging Partnerships for Multicultural Teacher Education" (Christine Sleeter and Carmen Montecinos); (5) "Antiracist Education through Political Literacy: The Case of Canada" (Kogila Moodley); (6) "Critical Antiracism in South Africa" (Nazir Carrim and Crain Soudien); (7) "Children's Construction of Their National Identity: Implications for Critical Multiculturalism" (Geoffrey Short and Bruce Carrington); (8) "Critical Multicultural Education and Students' Perspectives" (Sonia Nieto); (9) "Critical Multiculturalism in Science and Technology Education" (Derek Hodson); and (10) "Multicultural Education: Transforming the Mainstream" (Mary Kalantzis and Bill Cope). Each chapter contains references. (SLD)

(055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Child Rearing; Drinking; Drug Use; *Early Adolescents; *Parent Child Relationship; Parent Materials; *Parents; *Preadolescents; Sexuality; Violence
IDENTIFIERS- Sexually Transmitted Diseases

Parents are challenged daily with a wide range of disturbing issues that are difficult for children to understand and for adults to explain. This booklet offers practical, concrete tips and techniques for talking easily and openly with 8- to 12-year-olds about sex, HIV/AIDS, violence, drugs, and alcohol. The book is divided into five parts. Part 1 contains 10 general tips for talking with kids: start early, initiate conversations with your child, initiate conversations about sex and relationships, create an open environment, communicate your values, listen to your child, try to be honest, be patient, use everyday opportunities to talk, and have several conversations about the same topic. Part 2 presents advice about talking about sex and relationships, including giving accurate and age-appropriate information and talking with children of the opposite sex. Part 3 concerns HIV/AIDS and suggests that parents present facts, foster self-esteem, put children's safety first, and be prepared to discuss death. Part 4 deals with violence and recommends that parents acknowledge children's fears and reassure them of their safety, convey strict rules about weapons, talk about gangs, monitor media and tone down the effects of violent media messages, set limits for children, and ask schools to teach conflict-resolution. Part 5 conveys advice about alcohol and drugs, including role playing how to say "no," setting a good example, discussing what makes a good friend, and seeking help if a problem is suspected. The booklet concludes with a list of organizational resources and readings for parents and children. (KB)

ED 433 134 PS 027 855

California's Child Support Program: The Cost of Failure. Report and Data Supplement.
SPONS. AGENCY- Rosenberg Foundation, San Francisco, CA.
PUB DATE- 98
NOTE- 32p.; Jointly published by Children Now, National Center for Youth Law, and the Child Support Reform Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Child Support; Child Welfare; Children; Program Evaluation; Program Improvement; Program Termination; *State Programs; State Surveys; Statistical Surveys
IDENTIFIERS- California; *Child Support Enforcement Program

After 10 years of development, the California Statewide Automated Child Support System, run by the Department of Social Services (DSS), has been scrapped and the state has begun developing a new child support collection computer. This report evaluates the performance of publicly-funded child support collection programs in California, examining the history of the state collection program and describing the leadership needed for an effective child support system. Also provided are data to assess the current capacity of the state collection program. The report concludes that although there has been much improvement in child support collection, California still ranks among the worst-performing states in child support performance. Further, the report maintains that although DSS has statutory authority over the program, the department has never received enough support from the governor to effectively manage it. The nature of juvenile crime, school violence, juveniles in confinement, and successful community initiatives. Each chapter concludes with a proposed action agenda for 1999. The report's two appendices provide tabulated data on children nationwide and by state, covering areas such as poverty, maternal and infant health, adolescent childbearing, youth unemployment, government aid participation, child support, Head Start enrollment, child abuse and neglect, and firearm deaths. World Wide Web sites of interest to child advocates are also listed. (KB)

ED 433 152 PS 027 915

Bhagwanji, Yash; Thomas, Dawn; Bennett, Tess; Stillwell, Marge; Allison, Anita
Relationships with Parents with Disabilities: Perceptions and Training Needs of Head Start Staff.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Family Programs; *Parent School Relationship; *Parents; Preschool Education
IDENTIFIERS- Family Support; Program Characteristics; *Project Head Start; *Staff Attitudes; Training Needs

Head Start provides comprehensive education and family support to over 15 million children living in impoverished environments in the United States. Surveys and canvass calls were used to ascertain the extent and nature of contact that Head Start staff have with parents with disabilities. Responses from Head Start programs in a six-state region indicated that 85 percent of programs serve parents with disabilities. Program staff reported that working with parents with emotional disabilities as being the most difficult. Making referrals, adapting information, and providing social support were the main strategies used when working with parents with disabilities. The majority of programs did not have any written policies to guide their work with such parents. Larger programs, usually located in urban areas, made significantly more referrals to leisure/recreation, social support, self-help and substance abuse services. The findings pose implications for programmatic changes in Head Start. (HTH)

ED 433 153 PS 027 917

Fang, Shi-Ruei Sherry; Frizzell, Tracy
The Impact of a Parent Education Program during Mothers' and Fathers' Transitions to Parenthood.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual National Council on Family Relations Conference (60th, Milwaukee, WI, November 12-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Child Rearing; *Emotional Adjustment; Fathers; Mothers; Parent Attitudes; *Parent Education; Parenting Skills; *Parents; Program Effectiveness; Sex Differences
IDENTIFIERS- First Time Fathers; First Time Mothers; New Parents; Stress (Biological)

This study assessed the impact of a parent education intervention-

Way...State Initiatives and Mentoring" (Carmen Giebelhaus); "Mentoring: Aim and Assess" (Charles K. Runyan); "The Principals' Role in Mentor Programs" (Barbara L. Brock); "Mentoring and the Impact of Local Teacher Organizations" (Mary K. Bendixen-Noe); "With a Little Help from My Friends: A Course Designed for Mentoring Induction-Year Teachers" (James A. Salzman); and "Extending the Vision: Mentoring through University-School Partnerships" (Connie Bowman). An index of 1999 articles is included. (SV)

ED 433 170   RC 022 074

Ugalde, Antonio, Ed.; Cardenas, Gilberto, Ed.
Health and Social Services among International Labor Migrants: A Comparative Perspective. CMAS Border & Migration Studies Series.
PUB DATE- 97
NOTE- 184p.; Selected papers from a workshop, "International Migration: Health and Social Policies" (Granada, Spain, May 1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Females; Foreign Countries; Health Conditions; *Health Services; *Immigrants; Migrant Children; Migrant Health Services; *Migrant Problems; *Migrant Programs; *Migrant Workers; Migrants; Neonates; Psychological Patterns; Psychotherapy; Public Policy; Refugees; Social Bias; *Social Services; Stranger Reactions
IDENTIFIERS- Access to Health Care; Europe; United States

Eleven papers from a workshop titled "International Migration: Health and Social Policies" focus on common concerns and problems in providing social and health services to labor migrants and immigrants in the United States and the European Union. Following an introduction (Antonio Ugalde, Gilberto Cardenas), the papers are: (1) "International Migration and Health in the European Union" (Lars Rasmussen); (2) "Meeting the Social Service Needs of Mexican Immigrants in the United States" (Yolanda C. Padilla); (3) "Providing Health Services to Immigrant and Refugee Populations in New York" (Heike Thiel de Bocanegra, Francesca Gany); (4) "Perinatal Outcomes of North African Immigrants in Belgium" (Pierre Buekens, Therese Delvaux, Isabelle Godin, Godelieve Masuy-Stroobant, Sophie Alexander); (5) "How Do Flemish Health Providers Take Care of Their Turkish and Moroccan Patients?" (Aime De Muynck); (6) "Health Advocates in Belgian Health Care" (Hans Verrept, Fred Louckx); (7) "Health and Health Services Utilization in Spain among Labor Immigrants from Developing Countries" (Antonio Ugalde); (8) "Cycle and Reproductive Patterns among Immigrant Women in Spain" (Consuelo Prado Martinez, Maria Dolores Marrodan Serrano, Angeles Sanchez-Andres, Esperanza Gutierrez Redomero, Paula Acevedo Cantero, Julia Sebastian Herranz); (9) "Psychopathology of Immigrants and Cross-Cultural Therapy" (Antoine Gailly, Redouane Ben Driss); (10) "The Cultural Psychology of Immigration" (Marcelo M. Suarez-Orozco); and (11) "Potentially Traumatic Events among Unaccompanied Migrant Children from Central America" (Ximena Urrutia-Rojas, Nestor Rodriguez). Contains references in each paper and author profiles. (SV)

ED 433 171   RC 022 077

Sando, Joe S.
Pueblo Profiles: Cultural Identity through Centuries of Change.
PUB DATE- 98

Guidelines for College Science Teaching Assistants. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Graduate Students; Graduate Study; Higher Education; Resource Materials; Science Education; Teacher Education; *Teaching Assistants; Teaching Methods; World Wide Web
IDENTIFIERS- ERIC Digests

Graduate students are often assigned teaching responsibilities as part of an assistantship, but most have had very little or no formal teaching experience. This digest summarizes some of the literature and resources available to support graduate assistants in their teaching roles. Sections include: (1) "Attention to How Students Learn"; (2) "Learner Motivation"; (3) "Instructional Strategies"; (4) "Instructional Media"; and (5) "World Wide Web Resources." (CCM)

ED 433 194 SE 061 972

Haury, David L.
Education for Environmental Sustainability. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Conservation Education; Elementary Secondary Education; *Environmental Education; Higher Education; Natural Resources; *Resource Materials; *Sustainable Development
IDENTIFIERS- ERIC Digests

Sustainable development has had many definitions; however, all definitions have a core meaning characterized by three elements: (1) consideration of environmental issues and objectives interdependently with economic issues and objectives; (2) a commitment to social equity and the fair distribution of environmental benefits and costs both geographically and across human generations; and (3) an enlarged view of development that extends beyond simple measures of growth to include quantitative improvements in daily life. This digest reviews environmental sustainability education. (CCM)

ED 433 195 SE 061 973

Haury, David L.; Milbourne, Linda A.
Choosing Instructional Materials for Environmental Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(141)
DESCRIPTORS- Adults; Biological Sciences; *Conservation Education; *Ecology; *Environmental Education; Science Education; Teaching Methods
IDENTIFIERS- Bureau of Land Management

This environmental education strategy was developed by a Bureau of Land Management (BLM) Washington Office Task Group in collaboration with staff at all levels of the BLM. The strategy calls for the BLM to expand its efforts in educating citizens about ecosystems and ecosystem management, and to establish environmental education as an integral part of the agency's ecosystem management efforts. The BLM vision, goals, theme, guiding principles, and objectives are discussed in individual chapters. Ecosystem education, program coordination, tools, and tips on partnerships, funding, and program evaluation are also included. (Contains 36 references.) (CCM/NB)

ED 433 221 SE 062 585

How To Grow Your Tech Ed Program with Win-Win Business Partnerships. Valuable Tips and Strategies To Enlist Community Help in Expanding Your Tech Ed Program.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Education; Career Education; Community Involvement; Education Work Relationship; *Partnerships in Education; Postsecondary Education; *School Business Relationship; School Community Programs; Secondary Education; *Shared Resources and Services; *Technology Education; Trade and Industrial Education; Vocational Education

This booklet is a brief collection of pointers for technology educators on how to establish productive partnerships with companies, parents, community groups, and other educators to help fund the growth of expanding technology education programs. Following sections on success stories, how partners help your program, and how your partners benefit, step-by-step instructions for developing and marketing a partnership plan are given. The steps include: developing your plan, developing marketing materials, executing your marketing plan, nurturing solid partnerships, and communicating your success. (WRM)

ED 433 222 SE 062 604

Down the Drain.
PUB DATE- 92
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Pollution; *Public Health; Sanitation; *Science Activities; *Science and Society; Science Instruction; Scientific Concepts; Sludge; Solid Wastes; *Waste Water; Water Quality; *Water Treatment

These curricular materials are intended to explain wastewater treatment processes, detail the goals of the Boston Harbor Project, and describe the responsibility of individual citizens

PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Art Education; Constructivism (Learning); Educational Change; Elementary Secondary Education; Language Arts; *Literature Reviews; Mathematics Education; Problem Solving; Science Education; Social Studies

There is consensus in the United States that schools are not succeeding. This paper presents recent research in mathematics, science, language arts, social studies, and the arts to discuss ways in which to improve instruction and learning in these areas. Featured topics include cooperative learning, problem solving, use of technology, whole language, constructivism, and standards. (Contains 64 references.) (ASK)

ED 433 245 SE 062 791

Koedinger, Kenneth R.; Alibali, Martha W.; Nathan, Mitchell J.
A Developmental Model of Algebra Problem Solving: Trade-offs between Grounded and Abstract Representations.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Algebra; Elementary Secondary Education; *Mathematics Education; *Problem Solving; Word Problems (Mathematics)
IDENTIFIERS- *Representations (Mathematics)

This paper presents a developmental model of students' acquisition of competence in quantitative and algebraic problem solving. A key notion underlying the developmental model is a distinction between grounded and abstract representations. Grounded representations, like story problems, are more concrete and familiar, closer to physical objects and everyday events. Abstract representations, like symbolic equations, are concise and easy to manipulate, but are distanced from any physical objects of reference. The complementary computational characteristics of grounded and abstract representations lead to hypotheses about the order of skill acquisition. In prior research, the authors demonstrated that early in the development of algebraic competence, the advantages of grounded representations outweigh those of abstract representations--for simpler problems, students are better at story problems than the analogous equations. This paper presents two studies that test the hypothesis that later in algebra development, the advantages of abstract representations emerge--for more complex problems, students are better at equations than the analogous story problems. Includes 6 tables, 7 figures, and 16 references. (Author/WRM)

ED 433 246 SE 062 797

Women, Minorities, and Persons with Disabilities in Science and on by the 1989 Velvet Revolution. The new curriculum reflects refocus from totalitarian indoctrination to education which aims to prepare students for participation in a democratic society. In this document the main objectives and curriculum strategies of Slovakian citizenship courses for public schools are delineated. These courses include compulsory citizenship education for all grades of vocational schools and for three grades of the secondary professional schools, compulsory social science for the 3rd and 4th grades of gymnasia and the 6th to 9th grades of elementary schools, and optional social sciences seminars for secondary professional students and 4th grade gymnasium students. Some cross-curricular aspects are included in geography, history, and Slovak literature courses at all grade levels. Content, methods, and general timetables of civic education are prescribed on a national level. Curriculum conveying the citizenship theme is discussed, and information is given regarding pedagogical methods, didactic aids, and teacher training strategies. (MM)

ED 433 269 SO 030 989

Prasertsri, Supote
Rebirth of the Learning Tradition: A Case Study on the Achievements of Education for All in Cambodia. Mid-Decade Review of Progress towards Education for All.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Developing Nations; *Educational Development; *Educational History; *Educational Planning; Educational Research; Elementary Secondary Education; Foreign Countries; Nonformal Education; Preschool Education
IDENTIFIERS- *Cambodia; Cambodian Culture; Cluster Schools; Historical Background; UNESCO; World Conference on Education for All

This report describes and analyzes the efforts and achievements made in Cambodia during the past 16 years with a special focus on developments after the United Nations organized election in 1993. During this process UNESCO played a small but important part in the reconstruction of education, freedom of expression (through the training of journalists), and protection of Angkor Temples, a major cultural heritage of Cambodia and the world. As background, the report points out that the end of World War II in 1945 marked the beginning of conflict and misery for Cambodia. The Cambodian War escalated to its peak during the 1970s and caused over two million deaths and hundreds of thousands of disabilities. The report is divided into the following chapters: (1) "Introduction" (offers geographical and historical background information on Cambodia, and educational planning objectives and Year 2000 targets); (2) "Focus on Primary Education" (presents goals and strategies for primary education, material on and a model of cluster schools, and problems to overcome); (3) "Other Aspects of Basic Education" (provides material on the adult literacy program, preschool education, lower secondary education, and training in essential skills through nonformal education); and (4) "Conclusion" (contains material on meeting needs, including a funding summary, coordination between donor agencies, and conclusions). Three annexes furnish acronyms and abbreviations, a list of pilot cluster school sites in Cambodia, and a 14-item selected bibliography. (BT)

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; *Cultural Context; *Curriculum Development; Curriculum Research; *Developing Nations; Elementary Secondary Education; Foreign Countries; Global Approach
IDENTIFIERS- Altbach (Philip G); *Brazil; Carnoy (Martin); Cultural Dependency; *Educational Transfer; Kelly (Gail Paradise)

A study examined the conception of educational transfer, considering the foreign influence in Brazilian curriculum throughout the 1990s. The study criticizes the literature on educational transfer produced in the 1970s, mainly the works of Martin Carnoy (1974) and Philip Altbach and Gail Kelly (1984), arguing that their two theories understress the idiosyncrasies of cultural, political, social, and institutional contexts of both central and peripherical countries. The study also argues that resistances, rejections, and transformations which take place during the transfer process are not sufficiently considered in the aforementioned theories. The study then draws on scholars who have been analyzing economic and cultural globalization to understand the peculiarities involved in the transfer process developed particularly in Latin America in this decade and contends that the categories of globalization and hybridization are useful to this understanding, since they leave room for the complexity and contradictions that characterize the process. Interviews were conducted with 11 selected specialists in curriculum from different Brazilian states. The specialists view the contemporary Brazilian curriculum field including three levels: curricular official policies; theoretical production; and school practice. Findings suggest that the field oscillates between an autonomous production with a critical incorporation of foreign discourses and an acritical "transfer" of curriculum theories created in the developed nations. (Contains 30 references.) (BT)

ED 433 288   SO 031 155

Hennon, Lisa
From "School House" to "School-as-Community": Governmentality and the Space of the School.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architecture; *Cultural Context; Discourse Analysis; Educational Change; *Educational Facilities Design; *Educational History; Elementary Secondary Education; *School Buildings; School Construction; School Organization
IDENTIFIERS- Foucault (Michel)

This paper is a preliminary examination of historical shifts in U.S. discourses of school architecture as they relate to curricular reforms and inventions on new pedagogical techniques. The paper begins by sketching the current

PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (51st, Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Beginning Teachers; Change Strategies; Diversity (Faculty); Diversity (Student); Educational Change; Elementary Secondary Education; Higher Education; Politics of Education; *Preservice Teacher Education; Teacher Competencies; Teacher Effectiveness; *Teacher Evaluation; Teacher Shortage

This paper suggests that teacher education and assessment share in being bull's-eyes for those who would target culprits for educational problems in the U.S. Section 1 examines what is different about today's education, including: education is a political combat zone; there is a crisis in the number of teachers; there is a crisis in teacher quality; there are less diverse teachers and more diverse students; student learning is the yardstick; and public confidence is in free fall. Section 2 examines various actions that must be taken immediately, most of which require joint action of assessment specialists and teacher experts. This includes building standards and assessments for beginning teachers; reflecting standards in teacher education; building assessments to support student learning; politically supporting standards and assessment; assuring all students good teachers; and becoming rigorous researchers on student results. The paper concludes that change must be drastic and immediate, and people must admit their dissatisfaction with the current state of things and work together in new ways to accomplish more than ever dared before. (SM)

ED 433 305 SP 038 708

Rafferty, Cathleen D.; Sperry, Linda L.; Huffman-Joley, Gail
Examining Scholarship. A Case Study in Redefining the Role of the Professoriate.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *College Faculty; Educational Change; Educational Quality; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Teacher Attitudes; *Teacher Educators; *Teacher Responsibility; *Teacher Role
IDENTIFIERS- Indiana State University; Task Force Approach

This case study describes how the School of Education at Indiana State University launched an initiative to redefine the roles and responsibilities of its professoriate in 1995. Section 1, "Creating a Need for Change," discusses "External Pressures for Change in Colleges and Schools of Education," "Challenges for University-Wide Change," "Internal Pressures for Change," "Change in the School of Education," and "The Task Force of the Role of the Professoriate." Section 2, "Tackling the Process of Change," focuses on the "Role of the Professoriate Initiative--Getting Started"; "The Real Work Begins"; "A New Year, New Challenges, and New Insights"; "Life Beyond the Deadline"; and emergency permits nearly doubled over 3 years. The report includes three figures which summarize how respondents identified successful BTSA programs. All groups recognized the importance of context variables that substantially influenced the operation and impact of seven dimensions of their program experience. Regardless of program design, beginning teachers working in a context of positive support for themselves and their programs agreed that they had developed substantially higher ability levels, confidence, and career satisfaction. The report discusses six policy options for maintaining and improving BTSA programs. (SM)

ED 433 323 SP 038 734

Wood, Chip
Time To Teach, Time To Learn: Changing the Pace of School.
PUB DATE- 99
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Classroom Techniques; Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Parent Student Relationship; Parent Teacher Cooperation; *Teacher Student Relationship; *Time Factors (Learning); *Time Management

This book looks at how to improve education by refocusing time on relationships among teachers, parents, students, and good ideas. It draws attention to the inappropriate pace of teaching and learning which decreases the quality of education and quality of life for students and teachers. There are 10 chapters in three sections. Section 1, "Foundations," includes (1) "Time to Learn," (2) "Time, Growth, and Learning," and (3) "Using Time Wisely." Section 2, "Observations," includes (4) "Floating on the Surface in Seventh Grade," (5) "On Your Mark, Get Set...Seven Years Old in First Grade," and (6) "Working to Be 'All There at Once.'" Section 3, "Transformations," includes (7) "Changing School Time," (8) "Changing the Structure of Time in Classrooms," (9) "Changing the Use of Time in Classrooms," and (10) "Time to Teach." An afterword presents "Heroes in the Classroom." The two appendixes offer a discussion of academic standards and examine a publication by the Northeast Foundation for Children entitled "The Responsive Classroom." (Contains approximately 82 references.) (SM)

ED 433 324 SP 038 737

Hope, John
Course Compression and School Partnership in Pre-Service Primary Teacher Education.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Change; Elementary Education; Elementary School Teachers; Foreign Countries; Graduate Study; Higher Education; Mentors; *Partnerships in Education; Practicums; Preservice Teacher Education; Student Teachers; Teacher Shortage

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Departments; Foreign Countries; Secondary Education; Secondary School Teachers; *Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- Netherlands; *Professionalism; Subject Content Knowledge

This study examined forms of collaboration existing between Dutch secondary teachers within different departments, noting reasons for any differences. The paper begins by examining the literature on teacher collaboration, then describes the study. Researchers collected data from three secondary schools using interviews, observations, documents, and questionnaires. They interviewed four teachers in each of several departments, as well as each school leader. They observed staff meetings and analyzed meeting minutes. Other documents included school schedules, school ground plans, and information for teachers, students, and parents. Teachers completed a questionnaire on collaboration and perceptions of professionalism. Data analysis indicated that different forms and content of collaboration existed within and between schools. Simpler forms of collaboration were more common than complex forms. Most collaboration concerned subject matter, followed by testing. Teaching methods received the least attention. Teachers judged collaboration about teaching strategies as less useful. There were differences between formal and informal collaboration. Teachers found informal collaboration more satisfying and worthwhile. Most collaboration was between teachers in the same grade and track. The way teachers perceived characteristics of the subject was an important influence on collaboration. Teachers collaborated for several reasons, including efficiency, enhancing the sequencing of content within the department, enhancing the department's political status, and enhancing professional growth. There were differences in collaboration within departments. The most intensive collaboration occurred between teachers teaching lower secondary classes. (Contains 50 references.) (SM)

ED 433 344 TM 029 830

Kane, Michael B., Ed.; Mitchell, Ruth, Ed.
Implementing Performance Assessment: Promises, Problems, and Challenges.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 227p.; Papers presented at a national conference on performance assessment held as a presession to the Annual Student Assessment Conference (Boulder, CO, June 1992).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Change; Educational Testing; *Educational Theories; Elementary Secondary Education; Equal Education; Measurement Techniques; *Performance Based Assessment; Test Construction; Test Use; *Theory Practice Relationship
IDENTIFIERS- *Alternative Assessment; Large Scale Assessment; *Reform Efforts

The chapters in this collection contribute to the debate about the value and usefulness of radically different kinds of assessments in the U.S. educational system by considering and expanding on the theoretical underpinnings of reports and speculation. The chapters are: (1) "Assessment Reform: Promises and Challenges" (Nidhi Khattri and David Sweet); (2)

in the United States was 21.0. In South Carolina, for the 5,385 students who took the ACT, the average composite score was 19.0. In South Carolina, the average composite score was higher for females (19.1) than for males (18.9). For all tests and the composite, the average scores for White students were higher than for African American students. In general, students who completed the core courseware defined by the ACT tended to have higher average scores than students who did not. Average composite scores by state are shown with the quartile values for students who did and did not complete the core curriculum. Recommendations to improve the performance of South Carolina's students center on taking college preparatory courses early in their high school years. (Contains 12 tables.) (SLD)

ED 433 364 TM 030 053

Statewide Evaluation of Georgia's Middle Grades Educational Program: Phase I Report.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Educational Change; Middle School Students; *Middle Schools; Program Effectiveness; Program Evaluation; Program Implementation; School Restructuring; *Socioeconomic Status; State Programs
IDENTIFIERS- *Georgia

How implementation of the middle schools concept affects student attainment of the purposes of middle grades education was studied in Georgia. Focuses were on academic achievement, the cost effectiveness of the Middle School Program, and any modifications needed to improve middle grades education. This study finds that students who attend schools that more fully implement certain elements of the middle school concept are more likely to be academically successful, as measured by average gains in reading and mathematics performance on the Iowa Tests of Basic Skills, and are better supported as they make the transition from childhood to adolescence. All levels of middle school implementation appeared to do similarly well in preparing students for high school. It was evident that in schools in which teachers work effectively in interdisciplinary teams, a key concept of the Georgia middle schools concept, student gains in reading and mathematics are significantly higher. It is noted that the middle schools concept tends to be most fully implemented in schools with more students of lower socioeconomic status, and when the effects of socioeconomic status are controlled for in the analysis, most measurable benefits of middle school implementation disappear. The planned second phase of the study should help clarify this issue. Three appendixes contain a discussion of study methodology, information about gain scores, and a description of instructional practices in the middle schools. (Contains 2 boxes, 17 charts, 19 tables, and 5 annotated references.) (SLD)

ED 433 365 TM 030 054

Yin, Lai Po
A Longitudinal Study of Hong Kong Chinese University Students' Academic Causal Attributions, Self-Concept, Learning Approaches, and Their Causal Effects on Achievement.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American

conceptualized in this study is described. The balance of the report offers an empirical examination of the relationships between collaboration and the restructuring practices using evidence from a case study of an urban high school undergoing major restructuring. Case study data consist of three waves of a teacher survey (n=86, n=76, and n=94), 2 focused interviews with 24 faculty and staff members, and participant observation throughout the school year. In general, the school's reform effort was successful in increasing teachers' general sense of collegiality and their levels of collaboration. Some of the barriers and limitations identified do raise warning flags, but they did not negate the largely positive trends in the evidence presented. (Contains 3 tables, 4 figures, and 26 references.) (SLD)

ED 433 386 UD 032 992

Datnow, Amanda
How Schools Choose Externally Developed Reform Designs. Report No. 35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; *Educational Change; Elementary Secondary Education; *Research Design; *Selection; *Urban Schools
IDENTIFIERS- *Memphis City Schools TN; *Reform Efforts

Urban districts around the United States are attempting systemic change by offering schools a "menu" of externally developed school reform designs. Yet, how do faculties who are relatively unfamiliar with the designs choose among them? This question is addressed by analyzing qualitative data collected in the Memphis City Schools (Tennessee), a New American Schools scale-up jurisdiction, within a framework of sociological theory on organizations. Data were collected at six schools, each of which was using a different restructuring design. Interviews were held with principals and with 8 to 10 teachers in each school. Findings show that schools seldom made well-informed, free choices about restructuring designs, even when opportunities to gather information were readily available. Instead, schools' reform choices were characterized by bounded rationality or a desire for legitimacy, and were sometimes governed by normative factors and power relations rather than functional calculations. Implications for how schools and districts can make better choices about reform designs are discussed. An appendix describes the eight restructuring designs used in the Memphis schools in 1996-97. (Contains 39 references.) (SLD)

ED 433 387 UD 032 993

Butin, Dan W.
Exclusionary Practices and Detracked Learning Environments: A Case Study.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *Equal

report focuses on gross errors in the measurement of child support collections as a percentage of total support owed and the measurement of whether families are able to leave welfare and receive child support. The report concludes with recommendations for strong commitments by the California Governor, Attorney General, Legislature, DSS, every state district attorney, and the Judiciary to reform the child support program and build accountability into the system. A data supplement document presents tables enabling county comparisons within California and state comparisons with the rest of the United States with regard to child support enforcement. (KB)

ED 433 135 PS 027 856

Right Place, Right Time: Managed Care and Early Childhood Development. Report and In Brief.
SPONS. AGENCY- Kaiser Permanente, Oakland, CA.
PUB DATE- 98
NOTE- 77p.; Additional support for the project was provided by the Atlas Family Foundation, the California Endowment, and the Commonwealth Fund.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Development; *Child Health; *Health Maintenance Organizations; Program Descriptions; Program Development; Public Health; *Young Children

Because increasing numbers of children receive their health care through managed care organizations, and parents often turn to health care providers for information, these organizations have a unique opportunity to affect children's development. This document comprises two publications, a full report and a brief; it discusses the role of the health care industry in investing in early childhood development services. The report compiles 13 strategies to help health plans achieve 2 critical goals: (1) create an early childhood development infrastructure; and (2) provide a seamless system of early childhood development services. Following an introduction discussing key factors in children's development, part 1 of the report identifies strategies to achieve Goal 1, including incorporating developmental specialists into pediatric primary care settings, including family advocates in the well-child care team, offering group well-child visits, using questionnaires prior to a child's visit to identify parenting concerns, providing temperament assessment and follow-up services, and providing telephone access to child development support. Part 2 presents Goal 2 strategies, including beginning parenting education in the prenatal period, linking community and social supports to pediatric primary care, and coordinating with state and community health services. Brief case studies and program model descriptions are provided as examples for individual strategies. Part 3 proposes a process for assessing and building early childhood systems, emphasizing the inclusion of health plan members in decision-making. The report concludes that managed care organizations can support and enhance families' ability to nurture their young children's development. Contains approximately 75 references. The "In Brief" summarizes the report. (KB)

ED 433 136 PS 027 857

-the Family Infant and Toddler Learning program (FITL)--on mothers and fathers during the transition to parenthood. The program included 76 middle-class, well-educated parents and their children, of which 89 percent were first-time parents and 10.9 percent were second- or third-time parents. Mean age of the children enrolled in the FITL program was 16.9 months. The program consisted of six moderately structured weekly sessions in which developmentally appropriate, skill enhancement techniques were demonstrated and practiced. The subsequent open discussions were also an important component of the intervention. Pre-intervention data from this investigation indicated that the transition to parenthood posed different stresses for mothers and fathers. However, post-intervention data indicated that both parents showed an increase in several areas of adjustment after participation in the program. Mothers reported a statistically significant decrease in parenting stress related to restriction and an increase in social support, whereas fathers reported statistically significant increases in marital adjustment and a reduction of parenting stress related to competence. (HTH)

ED 433 154 PS 027 964

Maxwell, Kelly; Bryant, Donna; Miller-Johnson, Shari
A Six-County Study of the Effects of Smart Start Child Care on Kindergarten Entry Skills.
PUB DATE- 99
NOTE- 39p.; Prepared by the FPG-UNC Smart Start Evaluation Team.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Counties; *Day Care; Family Day Care; Kindergarten; *Kindergarten Children; Outcomes of Education; Preschool Education; Primary Education; Program Improvement; *School Readiness; *Student Adjustment
IDENTIFIERS- Day Care Quality; *Smart Start NC

The purpose of this study was to determine whether children living in North Carolina who attended child care centers that participated in many Smart Start quality improvement efforts have better skills when they enter kindergarten than do a comparison group of children from other child care centers of family child care homes. Subjects were 214 Smart Start children and 294 comparison children. Within the group of Smart Start children, a subgroup of 142 were identified who attended centers participating in activities directly related to improving child care quality. Information on the cognitive, language, and social skills of all subjects was gathered as they began kindergarten. Findings indicated that when all 214 Smart Start children were compared with all comparison children, the skills of the two groups were not different. However, the Smart Start-direct subgroup did have significantly better cognitive and language skills than comparison children. Also, fewer children in this subgroup were rated by their kindergarten teachers has having behavior problems than children in the comparison group. The findings of this multi-county study support earlier single-county reports of the positive effects of Smart Start on children's outcomes. The findings suggest that Smart Start efforts need to be directly related to improving the quality of child care if they are to have an effect on children's school entry skills. (KB)

ED 433 155 PS 027 965

Repinski, Daniel J.; Shonk, Susan M.

NOTE- 335p.; Foreword by Regis Pecos, afterword by Alfonso Ortiz.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Activism; Administrators; *American Indian Education; *American Indian History; Artists; Biographies; *Cultural Maintenance; *Leaders; Politics; *Pueblo (People); Teachers; *Tribal Government; Tribal Sovereignty
IDENTIFIERS- Educators

This book tells the stories of over 30 political leaders, educators, and artists who took part in the events that have shaped Pueblo Indian life. It aims to portray successful Pueblo people that could inspire and motivate Indian students and to inform non-Indian students and readers about the contributions of Pueblo Indians to their communities and their country. Part 1 tells about the leader Pope and the Pueblo Revolt of 1680 against Spanish oppression. Part 2, "Gaining a Foothold in the Twentieth Century," includes biographies of political leaders and activists in the struggle for Indian rights: Sotero Ortiz, Pablo Abeita, Jose Alcario Montoya, and Miguel H. Trujillo. Part 3, "Consolidating Gains," relates the lives of three tribal chairmen--Joseph Filario Tafoya, Abel Paisano, and Domingo Montoya--and their contributions to Pueblo education and health. Part 4, "Sovereignty and Development," includes leaders in the struggles for sacred lands at Blue Lake and Tamaya and the following leaders and educational administrators: John C. Rainer, Sr.; Robert Edward Lewis; Tony Reyna; Frank Tenorio; James Hena; Benedito Atencio; and Clarence Acoya. Part 5, "The Arts, Education, and Cultural Renewal," includes artists and educators: Maria Montoya Martinez, Cora L. Durand, Agnes Mary Shattuck Dill, Pablita Velarde, Geronima Cruz Montoya, Jose Rey Toledo, Joe H. Herrera, Moses Pena, George Rivera, and Gregory Cajete. Part 6, "The New Leadership: Innovation and Continuity," includes George Blue Spruce, Jr.; Alfonso Ortiz; Conroy Chino; Peter H. Pino; and Regis Pecos. The book contains a map and descriptive locations of the 19 Pueblos, photographs, and an index. (SV)

ED 433 172 RC 022 078

Morse, Susan C.; Ludovina, Frank S.
Responding to Undocumented Children in the Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; *Admission (School); *Educational Policy; Elementary Secondary Education; Immigration; Migrant Children; Public Education; School Policy; Stranger Reactions; *Student Rights; Student School Relationship; *Undocumented Immigrants
IDENTIFIERS- *Doe v Plyler; ERIC Digests

This digest discusses public schooling for undocumented immigrant children--children born outside the United States who live here without permission of the federal government. Most are children of agricultural workers. Whatever their circumstances, undocumented immigrant children are entitled to attend school. Anti-immigrant fears are stoked by allegations that undocumented immigrants increase the costs of social services,

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Higher Education; *Instructional Materials; *Resource Materials; Teaching Methods; World Wide Web
IDENTIFIERS- ERIC Digests

The overwhelming majority of American adults support environmental education being taught in schools but teachers wanting to include environmental education within their classrooms face several formidable challenges. Instructional materials are widely scattered and are often of questionable quality. Though not an exhaustive list of what is available, the information provided in this digest represents a wide range of resources as starting points in the quest for information on environmental education. The list is organized by the following categories: (1) "Finding Instructional Materials"; (2) "Selecting Instructional Materials"; (3) "State and National Standards"; and (4) "Quality of Materials." (CCM)

ED 433 196 SE 061 975

Haury, David L.; Milbourne, Linda A.
Helping Your Child Learn Math. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Homework; *Mathematics Instruction; *Parent Participation; *Parents as Teachers
IDENTIFIERS- ERIC Digests

This digest informs parents about how to help their child learn mathematics. It discusses what children are learning in mathematics and provides parents with some guidance and World Wide Web resources that can benefit them in assisting their child. Featured topics include setting an example of the usefulness of math, helping children see the math around them, providing a place and resources for study, and helping children with their homework. (ASK)

ED 433 197 SE 061 976

Haury, David L.
Teaching about Biodiversity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Biological Sciences; Elementary Secondary Education; Higher Education; *Resource Materials; Science Activities; *Science Education; Wildlife; *World Wide Web
IDENTIFIERS- *Biological Diversity; ERIC Digests

There are three aspects to biodiversity: (1) genetic diversity to the revitalization of Boston Harbor. A series of student activities covers three main topics: wastewater operations, wastewater residuals, and household hazardous waste. Activities are written at a junior high school reading level but can also be adapted for older or younger groups. Each activity features an introduction for the teacher explaining the goals, concepts, materials, and procedures for conducting the lesson. (WRM)

ED 433 223 SE 062 606

Water Quality: A Field-Based Quality Testing Program for Middle Schools and High Schools.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bacteria; Environmental Education; *Field Studies; High Schools; Middle Schools; Physical Environment; Pollution; *Science Activities; *Science and Society; Science Instruction; Scientific Concepts; Temperature; *Water Pollution; *Water Quality; Water Resources
IDENTIFIERS- pH

This manual contains background information, lesson ideas, procedures, data collection and reporting forms, suggestions for interpreting results, and extension activities to complement a water quality field testing program. Information on testing water temperature, water pH, dissolved oxygen content, biochemical oxygen demand, nitrates, total dissolved solids and salinity, turbidity, and total coliform bacteria is also included. (WRM)

ED 433 224 SE 062 607

McClure, Judy; Clark, Neil
Water Works: A Great Show on Earth. Classroom Activities for Third and Fourth Grades.
PUB DATE- 99
NOTE- 95p.; Title page reads "Water Works...in the Elementary Classroom." Illustrated by Leo Abbett.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Drinking Water; *Ecology; Elementary Education; Environmental Education; Inquiry; Public Health; *Science Activities; Science and Society; Science Instruction; Scientific Concepts; Scientific Methodology; Social Responsibility; Water Pollution; *Water Resources; *Water Treatment

This curriculum guide is divided into five lessons, each containing several activities that reflect the natural path of inquiry that third or fourth grade students might take in considering the water that arrives in their bathroom sinks each morning. Starting from the familiar faucet, the students are encouraged to reflect on their own habits and analyze community water use. The next lessons trace water from the faucet to the reservoir, investigating the systems that deliver water to our homes and neighborhoods. The natural systems that support not just reservoirs, but life itself are considered. Finally, students explore how water is cleaned by suppliers and how they can take simple measures to protect their own resources. (WRM)

Engineering: 1998.
PUB DATE- 99
NOTE- 397p.; Supersedes NSF-96-311, ED 402 192.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Engineering; Engineering Education; *Females; Graduate Students; Higher Education; *Minority Groups; Science Education; *Scientists; Sociocultural Patterns; *Womens Education

Scientists and engineers play a vital role in the United States educational system, in industrial competition, and in the generation of new knowledge. A challenge for this country is to attract the best talent from all sources to science and engineering in order to stimulate creativity, innovation, and change; contribute to the advancement of science and engineering; and foster a scientifically literate population. Some groups--women, minorities, and persons with disabilities--traditionally have not been fully represented in science and engineering. This report, the ninth in a series of reports to Congress, the administration, and others who direct public policy, presents data on the participation of underrepresented groups in science and engineering. Factors important to success in science and engineering at the precollege, undergraduate, graduate, and actual employment levels are documented here. The data and analyses presented can be used to track progress, inform development of policies to increase participation in science and engineering, and evaluate the effectiveness of such policies. (CCM)

ED 433 247 SE 062 798

Gates, Julie M.
Consider the Earth: Environmental Activities for Grades 4-8. Second Edition.
PUB DATE- 99
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Education; *Environmental Education; *Meteorology; *Oceanography; Plants (Botany); *Science Activities; Soil Science; *Water; Wildlife

This book is designed to educate students in grades 4-8 about eight specific aspects of the environment. Activity-oriented experiences for both urban and rural children to gain certain understandings are provided. Concepts addressed include the fact that humans are animals and are living organisms, animals differ from plants in their ability to move from place to place and in their inability to make their own food, and humans have five senses that help them to enjoy and understand their world. Sections include: (1) Soil; (2) Plants; (3) Water; (4) Wildlife; (5) Weather; (6) Environmental Problems; (7) Oceans; and (8) Ecosystems. (CCM)

ED 433 248 SE 062 799

MacKinnon, Gregory R.
Students' Understanding of Orbitals: A Survey.
PUB DATE- 99
NOTE- 21p.

ED 433 270 SO 031 011

Guidelines for Teaching Flag Etiquette in Missouri Public Schools.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Cultural Enrichment; Elementary Secondary Education; *Public Schools; Social Studies; *State Legislation
IDENTIFIERS- Ceremonies; Etiquette; *Flags; *Missouri

This guide aims to help teachers provide appropriate instruction for young people about the United States flag and flag etiquette. The guide was developed as a result of legislation (House Bill 630) enacted by the Missouri General Assembly in 1997. Following an introduction, the guide is divided into the following sections: (1) "Statutory Authority" (gives the complete text of the law); (2) "Ideas for Instruction in Flag Etiquette" (presents 10 different activities for both young and older students); and (3) "Resources" (includes school and public libraries, organizations, and web sites). Two appendixes provide excerpts from the Flag Code and State Board of Education's regulation on flag etiquette. (BT)

ED 433 271 SO 031 013

Jitendra, Asha; Nolet, Victor; Gomez, Ophelia; Xin, Yan Ping
An Analysis of Four Middle School Geography Textbooks: Meeting the Needs of Students with Learning Problems.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Geography; *Geography Instruction; Instructional Effectiveness; Limited English Speaking; Middle Schools; *Readability; Secondary Education; Social Studies; *Student Needs; *Textbook Evaluation; Textbook Research; *Thinking Skills

A study examined geography texts to evaluate their adequacy for meeting the diverse needs of students and to recommend modifications that will address specific deficits. Four geography textbooks were selected based on consultations with publishers, teachers, and school administrators to be representative of geography textbooks adopted in the United States. One chapter from each text that related to China, India, Philippines, Russia, and West Indies was selected and one lesson from each chapter was scrutinized. Evaluation forms were designed, definitional criteria were devised for evaluating geography instruction in each textbook, and four education doctoral students were trained to read and evaluate the texts using the form. Only one text included all the instructional elements examined. None of the instructional elements was present in all the lessons examined. It seems clear that these texts would pose a significant challenge for students who enter middle school with reading skills below grade level or for students who speak English as a second language. Although the textbooks are intended for middle school students, readability is around tenth-grade level. Only one parameters of discourses on school architecture and notes some of the key arguments of reform taken up by educators and educational designers. It then conceptualizes the "space" of the school as discursive. To understand how the "space" of the school represents different forms of governmentality, the paper examines the governing discourses of the common school-house to compare it to the reasoning in the 1920s. Finally, the paper speculates upon how "individualized instruction" has "come of age" in current discourses of school design. As a strategy of discursive analysis, the paper uses Michel Foucault's conceptualization of "governmentality" and related scholarship to examine discourses on school architecture to question current assumptions underlying claims about new school designs. By using "governmentality" as a field of analysis, the paper locates particular historical junctures that provide the contingent conditions and reasonings upon which the current debates about reform of school design seem reasonable and make sense. The paper states that, schematically, the historical junctures are: (1) the common school discourses of the 19th century "school-house"; (2) the emergence of the "school-plant" in the 1920s and 1930s that standardized and systematized school building; (3) the "open-plan" in the 1950s that followed as a critique of the "school-plant"; and (4) the enfolding and redeployment of elements of all the previous plans in the "school-as-community." Contains 73 references and 15 notes. (BT)

ED 433 289 SO 031 160

Mukai, Gary; Moore, Carey; Young, Jocelyn; Cheng, Amy; Fairbrother, Greg
Understanding China in the 21st Century: Political, Economic, and Security Issues in the Asia/Pacific Region. Part I, U.S. and Japanese Relations with China: Case Studies of Cooperation and Competition.
SPONS. AGENCY- Consulate of Japan, San Francisco, CA.; United States-Japan Foundation.
PUB DATE- 95
NOTE- 262p.; For part II and III of the series, see SO 031 161-162. Additional funding for this project was also provided by the Stanford East Asia National Resource Center.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Asian History; Asian Studies; Chinese Culture; *Economic Climate; Foreign Countries; *Foreign Policy; Global Education; *International Relations; International Studies; Japanese Culture; Multicultural Education; Non Western Civilization; *Political Attitudes; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- Asia Pacific Region; *China; Japan; United States

This curriculum unit is part one of a three-part series. The unit introduces students to policy options for U.S. and Japanese relations with China at the beginning of the 21st century. By identifying and examining these options, students gain an awareness of U.S., Japanese, and Chinese perspectives on political, economic, and security issues. Provided is a rationale and introduction to the lessons, along with unit goals, materials, time required, suggested sequence of activities, small group roles, subjects, equipment needed, icons, and policy study references. Lessons included in the unit are: (1) "Historical Legacies"; (2) "China's Political Situation"; (3) "China's Economy in Transition"; (4) "U.S.-Sino Relations: With a Focus on Human Rights"; (5) "SINO-Japanese

"Dissemination and Initial Reactions." Section 3, "Negotiating Issues and Nuances," discusses the document that was created, "The Role of the Professoriate in a Contemporary School of Education." This section focuses on the documents distinct elements and alterations. Section 4, "Assessing Faculty Perceptions," discusses the implementation of faculty and administrator interviews and interview results and implications. Section 5, "Implications and Future Directions," includes "Calling All Stakeholders," "Redefining Clarity of Vision," and "Keeping the Process Going." The four appendixes offer: the role of the professoriate in a contemporary school of education, the interview schedule, a list of task force members, and evaluation standards of scholarship. (Contains 30 references.) (SM)

ED 433 306 SP 038 709

Trudell, Bonnie
Wisconsin Framework for Comprehensive School Health Programs: Case Studies in Progress. Bulletin No. 99078.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Health; *Comprehensive School Health Education; Educational Environment; Educational Planning; Elementary Secondary Education; Faculty Development; Family School Relationship; Financial Support; *Health Promotion; Integrated Curriculum; Needs Assessment; Program Development; School Districts; *School Health Services; Teacher Improvement
IDENTIFIERS- *Wisconsin

This publication presents case studies of 12 diverse Wisconsin school districts that developed and implemented comprehensive school health programs (CSHPs) using Wisconsin's Framework for Comprehensive School Health Programs. The Framework helps schools organize multiple strategies to promote positive youth development using six components: healthy school environment; curriculum, instruction, and assessment; pupil services; student programs; adult programs; and family and community connections. Researchers collected data from the featured districts via a preliminary questionnaire; onsite interviews with relevant staff, community members, and students; examination of relevant documents (e.g., strategic plans, grant applications, program descriptions, and curricular materials); and follow-up interviews. The results highlight several factors that contributed to the success of the programs, including district leadership; family and community partnership; inclusion of CSHPs in district-wide strategic planning; funding support; staff development and technical support; starting with a limited focus; needs/assets assessment; and focus on integrated curriculum. (SM)

ED 433 307 SP 038 710

Ericksen, Cindy
School Nursing and Health Services: A Resource and Planning Guide. Bulletin No. 8328.
PUB DATE- 98
NOTE- 359p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

IDENTIFIERS- University of Auckland (New Zealand)

In response to a serious shortage of elementary school teachers, New Zealand's government introduced competitive contracts for new and established providers to develop initial teacher education programs that could be completed over 12-18 months. The University of Auckland developed a compressed, three-semester, post-graduate program taught in partnership with a consortium of elementary schools over 1 year. The practicum used a continuous placement model. Student teachers attended one school per term for 3 days each week and university lectures for the other 2 days throughout the year. A mentor teacher was selected from each consortium elementary school, accredited at post-graduate level, and released part-time to deliver the school-based practicum component of the program. Mentor teacher duties included conducting in-school seminars, assessing the practicum, and assisting lecturers in planning and delivering university papers. This paper discusses five structural postulates underpinning the university's approach, noting the extent of their acceptance by student teachers and the school community: course compression is possible for mature, motivated graduate student teachers; equal partnership with schools is essential; continuous placement in schools is preferable to block placements; academically qualified school mentors will enhance practicum quality; and student teachers need a range of practicum experiences that provide contact with a range of students. (Contains 23 references.) (SM)

ED 433 325 SP 038 739

Norlander-Case, Kay A.; Reagan, Timothy G.; Case, Charles W.
The Professional Teacher. The Preparation and Nurturance of the Reflective Practitioner. Agenda for Education in a Democracy. Volume 4.
PUB DATE- 99
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; Democratic Values; *Diversity (Student); Educational Change; Educational Environment; Elementary Secondary Education; Equal Education; Higher Education; Inquiry; Leadership; *Moral Values; *Preservice Teacher Education; Professional Development Schools; Reflective Teaching; *Teacher Attitudes; *Teacher Competencies; Teacher Responsibility; Teachers; *Teaching Skills
IDENTIFIERS- Learning Communities; Reflective Thinking; University of Connecticut

This book redefines teaching as a profession with pronounced service and moral dimensions, then shows how this new paradigm can be instilled in both teacher education programs and teaching practice. The book argues that teaching practice requires much more than knowledge and technical competence. It calls for reflection and inquiry, a dedication to democratic principles, and a strong commitment to educational renewal and change. The book reveals how teacher education can be structured to emphasize the moral and service responsibilities of the profession, especially by forging close ties with local schools and communities, to produce caring and effective teachers. It is a comprehensive account of what goes into the substance and process of preparing professional educators, from selection to induction into teaching. The story that unfolds in the collaboration of the University of Connecticut and several schools is one of redesigning virtually every component into

"Performance Assessment and the Multiple Functions of Educational Measurement" (Daniel P. Resnick and Lauren B. Resnick); (3) "Evaluating Progress with Alternative Assessments: A Model for Title I" (Mark Wilson and Raymond J. Adams); (4) "Extended Assessment Tasks: Purposes, Definitions, Scoring, and Accuracy" (David E. Wiley and Edward T. Haertel); (5) "Linking Assessments" (Robert L. Linn); (6) "Performance Assessment: Examining the Costs" (Roy Hardy); (7) "Conceptualizing the Costs of Large-scale Pupil Performance Assessment" (David H. Monk); (8) "Change Has Changed: Implications for Implementation of Assessments from the Organizational Change Literature" (Suzanne M. Stiegelbauer); (9) "Arizona's Educational Reform: Creating and Capitalizing on the Conditions for Policy Development and Implementation" (Lois Brown Easton and Paul H. Koehler); and (10) "Performance Assessment and Equity" (Eva L. Baker and Harold F. O'Neil, Jr.). Each chapter contains references. (SLD)

ED 433 345 TM 030 013

Ko, Susan F.; Cosden, Merith
Assessment of the Effectiveness of a School-Based Child Abuse Prevention Program: Follow-up in High School.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Elementary Secondary Education; *High School Students; *Prevention; Program Effectiveness; Program Evaluation; Sexual Abuse
IDENTIFIERS- *Santa Barbara Unified School District CA; School Based Services

The Abuse Prevention program of the Santa Barbara (California) public schools has been providing presentations to students for the past 18 years. This study examined the impact of this abuse prevention program through the self-reports of former participants. Data were collected from 138 high school students, 84 of whom were male. Approximately half of the students reported having attended a presentation on abuse prevention. Those who did not remember attending a presentation were grouped with those who had not been exposed to the program. Students in all categories thought that they understood concepts associated with abuse. Students who had been exposed to the abuse prevention program reported fewer subsequent abuse incidents than students who had not seen a presentation, although it is not clear whether the program itself was responsible for this difference. Responses from students about the perceived effectiveness of the prevention program were not clear-cut, and these findings suggest that there is no simple "one-size-fits-all" strategy for such programs. (Contains 7 tables and 20 references.) (SLD)

ED 433 346 TM 030 014

Straut, Diana; Fuerstenau, Chari; Martin, Ann
Facing the Emperor: Student Work as a Tool for the Evaluation of a Goals 2000 Professional Development Initiative.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada,

Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attitude Change; *Attribution Theory; Causal Models; Cognitive Style; *College Students; Foreign Countries; Higher Education; Intellectual Disciplines; *Learning; Longitudinal Studies; Self Concept; *Student Attitudes
IDENTIFIERS- *Academic Self Concept; *Hong Kong

The longitudinal changes in the causal attributions, academic self-concept, and learning approaches of 549 university students in Hong Kong were studied. Students were enrolled in two different disciplines: language/health studies (n=272) and construction/engineering (n=277). Measurements of causal dimensions, academic self-concept, learning approaches, and achievement were obtained on two occasions with an interval of about 6 months. Causal dimensions, academic self-concept, and learning approaches showed significant change over time for the sample. In general, students exhibited a decrease in internal attributions and a drop in deep approach to learning. The construction and engineering group tended to be less internal in attribution and less deep in learning approach than the language and health studies group. Overall, the causal influence of the variables of attribution, self-concept, and learning approaches on academic achievement, although significant, was relatively weak. (Contains 1 figure, 8 tables, and 39 references.) (SLD)

ED 433 366 TM 030 055

Bishop, N. Scott; Frisbie, David A.
The Effects of Different Test-Taking Conditions on Reading Comprehension Test Performance.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 18-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Elementary School Students; *Performance Factors; *Reading Comprehension; Reading Tests; Validity
IDENTIFIERS- Iowa Tests of Basic Skills; *Testing Conditions

Prior research has shown that test takers use a variety of strategies when taking passage-based reading comprehension tests. The specific effects that these alternative strategies have on actual examinee test performance are largely unknown. Evidence suggesting that performance differences exist across testing conditions would imply that the meanings and interpretations that are associated with the corresponding test scores have limited generalizability. In other words, this is an issue related to the validity of the scores from reading comprehension tests. This study addressed the question of whether different test-taking conditions affect reading comprehension test performance (as indicated by total test scores and work rates) and whether the grade level or item cognitive/process classification interacts with the test-taking approach. More than 300 students in grades 3, 5, and 7 took the Iowa Tests of Basic Skills reading comprehension test in

Education; High Schools; Inclusive Schools; *Minority Groups;
Secondary School Teachers; Student Placement; Teaching Methods;
*Track System (Education)

Using a case study of four schools at which tracking has been eliminated ("detracked" schools), this paper provides empirical data that examines the effect of detracking on academic achievement. In the four study schools in a Virginia city, detracking was not a result of planning and deliberation, but a pragmatic byproduct of each school's size. Faced with declining test scores and a high dropout rate, the school system established four "focus" schools, each centered around a theme, on the site of a former junior high school. Each school began with only a 9th and 10th grade, or in one case, with only a 9th grade, with plans to add a grade per year. Faculty members were interviewed, classroom observations were conducted, and year-end academic and attendance data were analyzed. Data point to a fairly direct correlation between a faculty's explicit acknowledgment and acceptance of a detracked environment and subsequent social and academic enhancement. Detracking in and of itself did not promote enhanced academic achievement. When a school ignored or marginalized issues of inclusion, equity, and high expectations for all, exclusionary practices were found in detracked learning environments. The structure of detracking was found to be a necessary, but not sufficient, condition for facilitating equity and achievement. (Contains 6 figures and 38 references.) (SLD)

ED 433 388 UD 032 994

Clark, Christine, Ed.; O'Donnell, James, Ed.
Becoming and Unbecoming White: Owning and Disowning a Racial Identity. Critical Studies in Education and Culture Series.
PUB DATE- 99
NOTE- 283p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Blacks; *Cultural Awareness; Racial Attitudes; Racial Discrimination; *Racial Identification; *Whites
IDENTIFIERS- *Social Justice

Chapters in this book tell the stories of white multicultural educators who have experienced processes of transformation in their racial identities as White Americans from a racist to an antiracist consciousness. The chapters are: (1) "Rearticulating a Racial Identity: Creating Oppositional Spaces To Fight for Equality and Social Justice" (Christine Clark and James O'Donnell); (2) "Unthinking Whiteness, Rethinking Democracy: Critical Citizenship in Gringolandia" (Peter McLaren); (3) "Lighting Candles in the Dark: One Black Woman's Response to White Antiracist Narratives" (Beverly Daniel Tatum); (4) "Subverting Racism from Within: Linking White Identity to Activism" (Becky Thompson); (5) "Transforming Received Categories: Discovering Cross-Border Identities and Other Subversive Activities" (David Wellman); (6) "The Secret: White Lies Are Never Little" (Christine Clark); (7) "Becoming White: How I Got Over" (Arnold Cooper); (8) "Seeing Things as They Are" (Carolyn O'Grady); (9) "The Recollections of a Recovering Racist" (James O'Donnell); (10) "What Could a White Girl from South Boston Possibly Know about Racism? Reflections of a Social Justice Educator" (Mary M. Gannon); (11) "If You're Not Standing in This Line, You're Standing in the Wrong Line" (G. Pritchy Smith); (12) "Building Blocks: My Journey toward White Racial Awareness" (Patti DeRosa); (13) "'Justice, Justice Shalt Thou Do!'" (Elizabeth Aaronsohn); (14) "White Man Dancing: A

A Different World: Media Images of Race and Class. Annual Children and the Media Conference Report (5th, Stanford, California, May 6-8, 1998).
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Attitudes; Adolescents; Audience Response; Childhood Attitudes; *Children; *Cultural Images; Ethnicity; Mass Media; *Mass Media Effects; Mass Media Role; Minority Groups; *Race; *Socioeconomic Status; Stereotypes

Children Now, with the UCLA Center for Communication Policy and Stanford University, hosted the fifth annual Children and the Media Conference. The conference focused on the intersections among race, class, children, and the media. This report highlights the thinking of participating executives, producers, writers, advocates, academics, and children, and parallels the conference structure. Each of five panels is featured; brief "panel perspectives" precede a sampling of quotes, insights, and suggestions from moderators, panelists, keynote speakers, and young people. Snapshots of research data commissioned by Children Now are included along with recommendations for future action. The five panels are: (1) "Black, White and Rich All Over? Messages Entertainment Television Sends Children"; (2) "True Stories: Television, Reality, and Children's Beliefs"; (3) "From the Newsroom to the Living Room: How Media Influence Public Policies Concerning Children"; (4) "Shaping Our Children's Future: The Power and Potential of Media"; and (5) "I'm Still Looking for Me: The Voices of Young People." (EV)

ED 433 137 PS 027 860

Montero, Ignacio; Huertas, Juan A.
The Motivational Function of Private Speech in Young Children.
PUB DATE- 99
NOTE- 20p.; Poster presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Elementary School Students; Foreign Countries; Goal Orientation; Motivation Techniques; Preschool Children; Research Methodology; *Self Motivation; *Speech
IDENTIFIERS- Goal Directed Behavior; *Goal Theory; *Private Speech; Vygotsky (Lev S)

Two studies examined the potential of analysis of motivational content in private speech to sustain a Vygotskian hypothesis on the goal-forming process in achievement motivation. In the first study, 30 preschoolers and first-graders were observed 3 times during a school year while they worked in the classroom. The relative incidence of child utterances with motivational content varied between 14 percent and 21 percent, depending on the group and time of observation. In the second study, the same group of children was observed twice, this time in a structured situation involving a puzzle task. The relative incidence of private speech with motivational content was greater: between 24 and 30 percent. In addition, several subcategories were positively correlated with task performance and persistence. ANCOVA was used as a better way for

Parent Behavior and Adolescents' Self-System Processes:
Predictors of Behavior to Siblings and Friends Problem Behavior.
PUB DATE- 99
NOTE- 10p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Problems; *Emotional Response; *Friendship; Grade 7; Junior High School Students; Junior High Schools; *Parent Child Relationship; Predictor Variables; *Self Efficacy; *Sibling Relationship; Siblings
IDENTIFIERS- *Adolescent Behavior

This study examined the degree to which adolescent self-system processes (self-efficacy, emotional reactivity) and reports of mothers' and fathers' behavior (warmth/support, hostility) predict adolescents' behavior toward siblings and their friends' problem behavior. Subjects were 76 seventh-grade adolescents who provided self-reports of parent behavior, self-system processes, and the criterion variables. Findings indicated that mothers' and fathers' warm/supportive and hostile behaviors were significant predictors of teens' behavior toward siblings. In addition, emotional reactivity and self-efficacy each made a unique contribution to the prediction of teens' hostile and warm/supportive behavior toward siblings. The combination of parent behavior and teens' self-system processes predicted 26-29 percent of the variance in teens' behavior toward siblings. The addition of parent behaviors to the model significantly enhanced the prediction of teens' behavior toward siblings beyond that afforded by self-system processes. This suggests that mediation of parent behavior through teens' self-system processes does not fully explain the pathways by which the quality of parent behavior influences similar qualities in teens' relationships with their siblings. Fathers' hostile behavior was the most salient parent behavior in the prediction of teens' reports of their friends problem behavior, and continued to make a unique contribution to this prediction when combined with teens' self-system processes. These findings are consistent with previous research that suggests that mother-teen and father-teen relationships may have unique effects on adolescents' development. (Author/KB)

ED 433 156 RC 020 431

McGeshick, Patricia
Tribal Authority for Prevention and Treatment of Child Abuse:
Rights and Responsibilities.
PUB DATE- 95
NOTE- 30p.; A paper presented in partial fulfillment of the requirements for Bachelor of Arts Degree, NAES College, Fort Peck Campus.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- At Risk Persons; *Child Abuse; *Child Neglect; Child Welfare; Courts; Due Process; Family Programs; *Human Services; Prevention; *Reservation American Indians
IDENTIFIERS- *Child Protective Services; *Fort Peck Indian Reservation MT; Tribal Courts

Since 1987, the Fort Peck Assiniboine and Sioux Tribes have been actively combating child abuse by implementing programs for prevention and treatment. This paper outlines the history of including education. However, studies suggest that undocumented workers pay taxes but utilize public services at a lower rate than other U.S. residents. Despite the theory of the "common school," U.S. public schools were exclusive until recently. Efforts to exclude undocumented children from public schools contradict the 1982 U.S. Supreme Court ruling in Plyler vs. Doe. Under this ruling, schools may not deny admission to a student based on undocumented status, impose different admission rules or procedures based on individual or group characteristics, engage in practices to "chill" access to school, make enquiries of students or families that may "expose" their undocumented status, or require Social Security numbers of all students. To serve undocumented students well, schools should promote appropriate staff attitudes toward immigrant children and their parents; have courteous, welcoming admission procedures; explain to staff and parents the school procedures that particularly affect immigrant, bilingual, and undocumented children; and more generally, pursue good educational practices. (Contains 13 references.) (SV)

ED 433 173 RC 022 081

Howley, Craig B.
The Matthew Project: State Report for Montana.
SPONS. AGENCY- Rural Challenge Policy Program, Randolph, VT.
PUB DATE- 99
NOTE- 53p.; For related reports, see RC 022 082-083 and RC 022 087-088.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; American Indians; Correlation; Economically Disadvantaged; Elementary Secondary Education; Enrollment; Regression (Statistics); *School District Size; *School Size; *Small Schools; *Socioeconomic Influences; *Socioeconomic Status; Tables (Data)
IDENTIFIERS- *Montana; Small School Districts

Previous studies found that the small size of schools or school districts mitigated the negative influence of poverty on academic achievement in California, Alaska, and West Virginia. The Matthew Project extends this research in four additional states selected to provide varied settings. Montana has a remarkable number of small schools and small districts, has a substantial minority (American Indian) population, and has not yet joined the systemic reform craze sweeping the nation. In this report, Montana data were used in regression equations that predict overall school or district achievement from measures of size, socioeconomic status (SES), and the product of size and SES. These equations illuminate possible "excellence effects" of size by showing which communities (based on SES-level) may benefit or lose from increases in school or district size. Equity effects of size on achievement were also tested by computing the correlation between SES and achievement in groups of larger and smaller schools and districts. The excellence effect was comparatively weak, but the equity effect of size was very strong, with dramatically reduced correlations between SES and achievement for smaller schools and districts. Montana leads the nation in National Assessment of Educational Progress scores, while spending average per-pupil amounts on public schooling. Montana's small-scale schooling probably cultivates academic achievement in impoverished communities, a conclusion actually supported by the weak excellence effect. Appendices include a regression within species that enables organisms to evolve and adapt to new conditions; (2) species diversity that refers to the number and kind of organisms distributed within an ecosystem; and (3) ecosystem diversity that refers to the variety of habitats and communities interacting in complex relationships. This digest offers a guide to teaching about biodiversity in the science curriculum. (CCM)

ED 433 198 SE 061 983

The University of Chicago School Mathematics Project, 1998-99.
PUB DATE- 98
NOTE- 21p.; For the 1997-98 report, see ED 415 104.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Resources; Educational Technology; Elementary Secondary Education; Information Sources; *Instructional Materials; *Mathematics Curriculum; *Mathematics Education; *Relevance (Education); Teaching Methods
IDENTIFIERS- *University of Chicago School Mathematics Project

The University of Chicago School Mathematics Project (UCSMP) officially began in 1983 to improve mathematics education for the vast majority of students in grades K-12. UCSMP began by examining the curricula of other countries for proven ideas and methods, creating textbooks and training programs at the elementary and secondary levels, and engaging in extensive evaluations of its own work. One reason for the implementation of this project was that the information explosion and advances in technology widened the scope and multiplied the methods of applied mathematics. Another reason was to counter the practice of many existing mathematics courses which avoid the real world and use contrived word problems. This document presents detailed information on UCSMP, explains elementary and secondary components of the project, and provides an update and evaluation of the project for 1998-1999. A list of available materials and contact persons is included. (ASK)

ED 433 199 SE 062 007

Marine Education: A Bibliography of Educational Materials Available from the Nation's Sea Grant College Programs. Fifth Edition.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, MD. National Sea Grant Program.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; Biology; Conservation (Environment); Earth Science; *Ecology; *Educational Resources; Elementary Secondary Education; Environmental Education; Higher Education; *Instructional Materials; *Marine Education; Pollution; *Science Activities; Scientific Concepts; Water Quality; *Water Resources
IDENTIFIERS- Great Lakes; *Sea Grant Program

This bibliography features a compilation of textbooks, curricular materials, and other marine education resource materials developed by individual Sea Grant programs throughout the Unites States. The listing is intended to be used as a tool for teachers and other individuals interested in helping students explore and understand our oceans and Great Lakes. (WRM)

ED 433 225 SE 062 614

Bjorkqvist, Ole, Ed.
Mathematics Teaching from a Constructivist Point of View. Proceedings of Topic Group 6 at the International Congress on Mathematical Education (8th, Seville, Spain, July 14-21, 1996). Faculty of Education Report No. 3.
PUB DATE- 98
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Constructivism (Learning); Elementary Secondary Education; Foreign Countries; *Learning Theories; *Mathematics Instruction; *Teaching Methods

The nationalities of the authors reflect the purpose of the Topic Group, to give an overview of international research on mathematics teaching within a constructivist framework as of 1996. The studies are theoretical as well as empirical, and show a variety of research interests. There is, however, evidence for an emphasis on social aspects within the overall constructivist framework. Social constructivism--together with other similar theoretical starting points--appears to have reached a strong position worldwide within the field of research in mathematics education. Papers include: (1) "Some Questions for Constructivists to Answer" (Ole Bjorkqvist--Finland); (2) "Constructing Mathematics, Learning and Teaching" (Barbara Jaworski--UK); (3) "Constructivism and Constructivist Teaching--Can They Co-exist?" (Carolyn A. Maher--USA); (4) "The Struggles of a 'Constructivist' Curricular Innovation" (Paola Valero--Colombia); (5) "Exploring the Socio-Constructivist Aspects of Maths Teaching: Using 'Tools' in Creating a Maths Learning Culture" (Anna Chronaki--UK); (6) "Study of the Constructive Approach in Mathematics Education" (Tadao Nakahara and Masataka Koyama--Japan); (7) "Basic Imagery and Understandings for Mathematical Concepts" (Peter Bender--Germany); and (8) "Context as Construction" (David Clarke and Sue Helme--Australia). (Author/ASK)

ED 433 226 SE 062 615

Engaging the Public on Biodiversity: A Road Map for Education and Communication Strategies.
PUB DATE- 98
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Conservation Education; Curriculum Development; *Environmental Education; Science Education; Teachers; Teaching Methods; *Wildlife
IDENTIFIERS- *Biological Diversity

This analysis aims to be a tool to reach out to the public on the issue of biodiversity. It is designed for executive directors, program directors, educators and communicators, and other leaders who plan and implement public communication and education programs and campaigns about environmental issues, including biodiversity. The roadmap intends to inform those who develop strategies to raise awareness and engage the public on biodiversity and related issues. Chapters include: (1) "The Challenge of Engaging the Public on Biodiversity"; (2) "What We Know about Public Attitudes"; (3) "What the Public Needs to Know"; (4) "Pathways to the Public"; (5) "Barriers to More

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Atomic Structure; *Chemistry; *Concept Formation; Foreign Countries; High Schools; Higher Education; *Misconceptions; Models; Science Instruction; *Scientific Concepts; Teaching Methods
IDENTIFIERS- *Molecular Orbital Theory; Quantum Theory

The study of chemistry includes many abstract concepts that students may find difficult to understand. A fundamental yet troublesome part of introductory chemistry courses is the topic of electron configuration and specifically quantum-mechanical orbitals. In an effort to examine the way students internalize the concept of atomic orbitals and how they attempt to communicate that understanding using models, a study was undertaken. First, a pilot study was conducted with 20 college students in a teacher training program in order to identify specific misunderstandings related to a scientific conception of orbitals. These students were asked a single question: "If you had to explain the concept of orbitals to students in a chemistry course, how would you do so?" From the responses, three modes of communication emerged: written descriptions, symbolic representations, and pictorial approaches. The pilot study served as a basis to construct research questions for a survey of 302 grade 12 chemistry students and students in a university introductory chemistry course to determine students' use of the three communication styles. Findings suggest that many students have trouble with the symbolic conventions of electron configuration. The use of appropriate models to explain orbitals is suggested. (Contains 31 references.) (WRM)

ED 433 249 SE 062 801

Kaser, Joyce S.; Bourexis, Patricia S.; Loucks-Horsley, Susan; Raizen, Senta A.
Enhancing Program Quality in Science and Mathematics.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 99
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Educational Research; Elementary Secondary Education; *Mathematics Education; Program Development; *Program Effectiveness; *Program Improvement; *Science Education; Teacher Education Programs

In the early 1990s, staff from the National Center for Improving Science Education (NCISE), the various Department of Education (DOE) National Laboratories, and the DOE's Office of Science Education Programs embarked on a 5-year project to develop a process to document what programs the National Laboratories were offering for teachers and students, and to ensure that these programs were operated effectively and led to desired outcomes. This book extends this work by describing the program improvement process. The components of four types of programs are described: (1) teacher development; (2) teacher research; (3) student enrichment; and (4) systemic programs, all based on research and the accumulated experience of expert practitioners. Profiling program quality in action is also illustrated through examples from actual teacher development, teacher research, student enrichment, and systemic programs. (Contains 41 references.) (ASK) text provided specific suggestions for accommodating diverse learners. Textbooks varied in the extent to which they prompted students to engage in complex thinking associated with geography, a domain in which many problems are ill-structured. Texts were dense with facts but contained few concepts or principles, and students were asked to reiterate or summarize information more often than they were asked to illustrate, predict, evaluate, or apply information. Textbooks analyzed provided little support for teaching complex thinking or employing effective teaching strategies. Contains 4 tables of data and 12 references. (BT)

ED 433 272 SO 031 020

Levstik, Linda S.
The Well at the Bottom of the World: Positionality and New Zealand Aotearoa Adolescents' Conceptions of Historical Significance.
PUB DATE- 99
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; Cultural Background; Early Adolescents; Foreign Countries; Intermediate Grades; Interviews; Junior High Schools; Social Studies; *Student Attitudes; Student Surveys
IDENTIFIERS- New Zealand; Student Judgments

A study investigated early adolescent Maori, Pacific Islander, and European New Zealanders' understanding of significance in New Zealand (Aotearoa) history through open-ended interviews with 49 11-13-year-old students. Participants understood history to have a dual purpose. First, history linked them to various national, racial, and ethnic heritages and second, it provided a window on the rest of the world. A framework of significance (fairness, coexistence, and instances where New Zealand served as a positive example to other nations) connected bits and pieces of the past into a somewhat cohesive whole, but the connections were tenuous. At the point at which these students were interviewed, their grasp of history was too insubstantial to support in-depth inquiry into the complexities of their own society or of its geoposition, though the latter was an important feature of their discussions of historical significance. Findings suggest that students' perceptions of their global and national position frame how they think and learn, and how they assign significance to what they learn just as surely as do the more "local" elements of race, class, gender, and ethnicity (among other things). Includes 13 notes; contains 35 references and four appendixes: a list of materials used in interview task; interview protocol; students interviewed; and interview responses by gender. (Author/BT)

ED 433 273 SO 031 021

Holcomb-McCoy, Cheryl C.
Understanding "Whiteness" in Academia: A Black Woman's Perspective.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

Relations: With a Focus on Security Issues in the South China Sea"; and (6) "Asia-Pacific Economic Cooperation." Handouts and primary source documents have been provided with each lesson to present students with a range of perspectives on the topic being studied. Contains a list of references for each section. (LB)

ED 433 290 SO 031 161

Mukai, Gary; Cheng, Amy; Amar, Jasmine; Donahue, Dave; Fisher, Grace; Klein, Emily; Lee, Joanne
Understanding the Korean Peninsula in the 21st Century: Political, Economic, and Security Issues in the Asia/Pacific Region. Part II, U.S. and Japanese Relations with the Korean Peninsula: Opportunities and Challenges.
SPONS. AGENCY- Consulate of Japan, San Francisco, CA.; United States-Japan Foundation.
PUB DATE- 97
NOTE- 184p.; For part I and III of the series, see SO 031 160-162. Additional funding for this project was also provided by the Stanford East Asia National Resource Center.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; *Asian History; *Asian Studies; Foreign Countries; *Foreign Policy; Global Education; *International Relations; Japanese Culture; Korean Culture; Korean War; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- Asia Pacific Region; Japan; *Korea; Koreans; North Korea; South Korea; United States

This curriculum unit is part two of a three-part series. Each of the three parts can be taught independently. The lessons include perspectives from each of the countries under study. This unit introduces students to challenges and opportunities presented by policy options for U.S. and Japanese relations with the Korean Peninsula at the turn of the century. Identifying and examining these options, students will gain an awareness of U.S., Japanese, and Korean perspectives on political, economic, and security issues. Provided is a rationale and introduction to the lessons, along with unit goals, materials, time required, suggested sequence of activities, small group roles, subjects, equipment needed, icons, and policy study references. The seven lessons include: (1) "Historical Legacies: The Japanese Colonization of Korea"; (2) "Historical Legacies: The Korean War - Perspectives from Leaders"; (3) "Korea's Contemporary Political Situation: A News Conference"; (4) "Korea's Contemporary Economic Situation: Where to Build a Factory"; (5) "U.S. Relations with the Korean Peninsula: With a Focus on Security"; (6) "Japanese Relations with the Korean Peninsula: With a Focus on Civil Rights of Koreans in Japan"; and (7) "Korean Reunification: Selected Scenarios." Contains a list of references for each lesson. (EH)

ED 433 291 SO 031 162

Mukai, Gary; Chenette, Sara; Cheng, Amy; Cheng, Yu Wen; Fairbrother, Greg; Midling, Michael; Nordquist, Silvy; Tan, Kwee Foon
Understanding Vietnam in the 21st Century: Political, Economic, and Security Issues in the Asia/Pacific Region. Part III, U.S. and Japanese Relations with Vietnam: Liberalization and Integration.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Health; Child Welfare; Communicable Diseases; Comprehensive School Health Education; Elementary Secondary Education; *Health Promotion; Immunization Programs; Injuries; Legal Responsibility; Needs Assessment; Program Development; *School Health Services; *School Nurses; Special Needs Students; Students
IDENTIFIERS- Emergency Medical Services; Medication

This document provides basic information to help school districts, health personnel serving schools, and community partners work together to design and provide safe, effective school health systems. The 12 chapters include: (1) "School Nursing and Today's Community"; (2) "School Nursing: Profession and Practice"; (3) "Health Literacy"; (4) "Communicable Disease Control and Immunization; (5) "Medication Administration"; (6) "Child Protection"; (7) "Health Appraisals"; (8) "Illness and Injury Care"; (9) "Emergency Services"; (10) "Children with Special Health-Care Needs"; (11) "Administrative Issues"; and (12) "National, Regional, and State Resources." Each chapter includes an introduction, a discussion of legal considerations, information on the school nurse's role, and references. There are 53 appendixes with technical information for school nurses. (SM)

ED 433 308 SP 038 711

Minnesota State High School League. A Program Evaluation Report. Report #98-07.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Athletics; Costs; *Extracurricular Activities; High School Students; High Schools; Private Schools; Program Evaluation; Public Schools; State Government; State Legislation
IDENTIFIERS- *Minnesota

This document presents a program evaluation report of the Minnesota State High School League, a nonprofit corporation that is a voluntary association of public and private high schools. Member schools delegate control of certain extracurricular activities to the League and, in turn, the League administers athletic and fine arts programs and competitions and establishes student eligibility rules. It is not a state agency, though in the last decade, the state legislature has shown continuing interest in its activities. This study focused on changes that have occurred since the 1987 evaluation of the League, state laws that govern the League's operation and how they compare with those governing state agencies, and changes needed to make the League more accountable to the legislature, students, parents, member schools, and the public. The study compared the League's bylaws and policies with various public accountability laws governing state agencies; examined League practices; talked with staff and board members from the League and officials from state agencies with oversight responsibilities; interviewed representatives from student, parent, and school organizations; and examined how other states have organized similar activities. A summary of the report precedes chapter 1. Chapter 1 presents background information. Chapter 2 discusses results something very different from what existed before without stopping the traffic of future teachers from crossing the bridge to practice. The six chapters include: (1) "Teaching as a Profession in a Democracy: Creating a New Picture," (2) "Cultivating Reflective Practice and Inquiry," (3) "Becoming a Teacher: The Moral Dimensions," (4) "Creating Educative Communities," (5) "The Teacher's Responsibility to Diverse Learners," and (6) "Enabling Teachers to Assume Leadership Roles." (SM)

ED 433 326 SP 038 740

Grossman, Stuart; Osterman, Karen; Schmelkin, Liora Pedhazur
Parent Involvement: The Relationship between Beliefs and Practices.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Middle Schools; *Parent Attitudes; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Teacher Cooperation; Self Efficacy; Teacher Attitudes

This study explored parents' beliefs and practices regarding participation in the schools, investigating why they chose to become involved and the types of involvement that were meaningful to them. Researchers mailed surveys to parents of middle school children from two schools in Nassau County, New York, that differed in size, ethnic population, and socioeconomic status. Parents were asked to identity beliefs used in constructing the manner and style of involvement, classify specific practices performed, and describe the person completing the questionnaire. Overall, parents felt positive about themselves and their relationship with schools, feeling welcomed and valued by schools. They made independent, personal choices in deciding the level and manner of involvement, unrelated to their perceptions of school practice and teacher attitudes. They considered their role in parenting and academic support very important. Their preferred form of involvement was providing support at home. They were less involved in communication with schools or activities related to school events. Parents distinguished between feeling welcomed and valued by schools and being encouraged by teachers to be directly involved in academically supporting of their children. They felt teachers did not encourage them to provide direct academic support. Parents reported a high degree of self-efficacy regarding themselves and their ability to support their child. Overall, there was a meaningful relationship between parents' beliefs and practices. (Contains 42 references.) (SM)

ED 433 327 SP 038 742

Teacher Education Programs in Nebraska Colleges and Universities, 1999-2000.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cooperation; Educational Change; Educational Improvement; *Elementary School TEachers; Elementary Secondary Education; *Faculty Development; Program Evaluation; *Secondary School Teachers; Student Evaluation
IDENTIFIERS- *Goals 2000; *New York

The evaluation of a Goals 2000 initiative in New York state is explored through these four dimensions: focus, innovation, involvement of teachers in program evaluation, and the relevance of program evaluation to educational practice. In central southern New York state, seven public and six nonpublic schools are collaborators in the Goals 2000 professional development initiative studied. Although evaluation data came from many sources, the primary method of data collection, and the focus of this study, was a process known as a "Collaborative Review of Student Work" (CRSW). CRSW is a process that brings peer coaches and coached teachers together to examine samples of student work carefully, giving teachers a forum to examine the connection between their practice and student performance. Evaluation shows the CRSW to be an evaluation tool that makes contributions to educational research and program evaluation along the four dimensions identified. Some technical considerations in using CRSW are outlined. (Contains 5 figures and 15 references.) (SLD)

ED 433 347 TM 030 015

Patrick, Ertha S.
Texas State Occupational Information Coordinating Committee Data. Feedback. Pub. No. 97.23.
PUB DATE- 99
NOTE- 14p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Bound Students; Computer Uses in Education; *Employment Patterns; Employment Statistics; Enrollment; Evaluation Utilization; *Followup Studies; *High School Seniors; High Schools; Higher Education; Income; *Occupational Information; Research Methodology; Tables (Data)
IDENTIFIERS- *Texas

The Texas Education Agency provided statewide Public Education Information Management System (PEIMS) data to the Texas State Occupational Information Coordinating Committee (TSOICC) in May 1998 to determine employment information and college enrollment for 1996-97 senior students. TSOICC used the Automated Student and Adult Learner Follow-up System, a process that uses electronic linkages to determine enrollment in Texas public universities, types of employment, and quarterly wage for the 1996-97 senior cohort. TSOICC was provided PEIMS data for 3,074 1996-97 graduates and seniors exiting prior to completion of graduation requirements. TSOICC aggregated the statewide results and produced a "report card" on the 1996-97 exit cohort. This report is based on further analysis of Austin Independent School District (AISD) data from the PEIMS, Unemployment Insurance records, and the Texas Higher Education Coordinating Board's master enrollment records to acquaint program personnel and decision makers with the followup data and to demonstrate the data's potential. It is recommended that conditions that asked them to read the questions before reading the passage or to read the passage before reading the questions. Significant differences were observed in both test scores and work rates. Students in the passages-first condition (standard test directions) had higher test scores at each grade level. Implications for testing practice are discussed. (Author/SLD)

ED 433 367 TM 030 056

Van Rooy, Wilhelmina
Addressing Possible Problems of Validity and Reliability in Qualitative Educational Research.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, South Australia, Australia, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); *Educational Research; Foreign Countries; Graduate Students; Graduate Study; High Schools; *Qualitative Research; *Reliability; Research Methodology; *Research Problems; *Researchers; Secondary School Teachers; Teacher Attitudes; *Validity

The ways in which potential problems in terms of validity were addressed by a beginning researcher conducting research into teacher attitudes are described. The researcher, a doctoral candidate, studied the beliefs, attitudes, and values of four experienced high school biology teachers. Principles and practices of research were set into place based on the postulates defined by A. Schutz (1990): logical consistency, subjective interpretation, and adequacy. The analysis had no a priori themes or propositional statements based on a theoretical model that needed to be tested. Instead, inductive analytical procedures were developed. In addition, other principles were set in place for the development of propositional statements that subsequently formed the basis for reporting the findings of the study as a series of nested teacher accounts, each grounded in the data. (Contains 2 figures and 21 references.) (Author/SLD)

ED 433 368 TM 030 058

O'Neil, Harold F., Jr.; Chung, Gregory K. W. K.; Herl, Howard E.
Computer-Based Collaborative Knowledge Mapping To Measure Team Processes and Team Outcomes.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *High School Students; High Schools; *Interaction; *Networks; *Teamwork
IDENTIFIERS- *Knowledge Maps

The feasibility and validity of using a computer-based networked collaborative knowledge mapping system to measure teamwork skills was examined. Student groups (10 groups of 3 ninth graders each) were assessed with the system twice in the academic year, once in the fall and once the following spring.

Story of Personal Transformation" (Gary R. Howard); and (15) "Rewriting the Discourse of Racial Identity: Toward a Pedagogy and Politics of Whiteness" (Henry A. Giroux). (Contains 354 references.) (SLD)

ED 433 389 UD 033 075

Benioff, Sarah
A Second Chance: Developing Mentoring and Education Projects for Young People.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Community Programs; *Disadvantaged Youth; *Education; Foreign Countries; *Mentors; *Program Development; Program Implementation; *Urban Youth
IDENTIFIERS- England

This manual is a guide to setting up a project to work with disadvantaged urban youth. It is based on the Dalston Youth Project, an English program that combines mentoring with an education program to reconnect young people to mainstream education, training, and employment opportunities. The manual is designed to be used by statutory bodies, voluntary organizations, and individuals who are interested in starting community-based mentoring and education programs. It reviews the steps in setting up, developing, and implementing a program, from identifying local needs to fund raising. It also examines all aspects of the mentoring process, including matching mentors and mentees. Seventeen appendixes contain sample materials and supplemental material for program development and implementation. (SLD)

ED 433 390 UD 033 076

Wang, Margaret C., Ed.; Reynolds, Maynard C., Ed.
Development and Learning of Children and Youth in Urban America.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 175p.; Chapters in this volume were prepared and distributed to conference participants in advance of a conference on "Development and Learning of Children and Youth in Urban America" (Washington, DC, October 2-4, 1996). Also sponsored by the Empowerment Zone/Enterprise Community Task Force.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Child Development; *Community Programs; Elementary Secondary Education; Empowerment; Higher Education; *Learning; Models; Urban Schools; *Urban Youth

The chapters in this collection, distributed to conference participants as a springboard for conference discussions, consider sustainable models for school-family-community collaboration, partnerships in education, and other ways to improve learning for urban youth. The contributions are: (1) "The Empowerment Zone and Enterprise Community" (William L.

contrasting of the first time self-guilding comments and causal attributions influence on second time observation achievement. These results have implications both for goal orientation process research and for the study of the motivational function of private speech. (Contains 49 references.) (EV)

ED 433 138 PS 027 861

The ABC's of Parent Involvement in Education: Preparing Your Child for a Lifetime of Success. Second Edition.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Rearing; Elementary Secondary Education; *Fathers; Learning Activities; Learning Readiness; Parent Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Parents; Parents as Teachers; Preschool Education

Noting that the most accurate predictor of a student's achievement in school is the extent of the family's involvement and participation in school-related matters, this book presents ideas for helping young children learn and do better in school. The book includes brief articles from educational and parenting experts as well as checklists, pages for notes, surveys and a parent involvement checkup test. Throughout the book are short stories, poems, and essays from parents and parenting professionals. The book is organized into six sections. Section 1 answers common questions about parent involvement, homework, and parent-teacher conferences. Section 2 contains articles for and about fathers' role in their children's education. Section 3 includes tips and activities for the prenatal period to prekindergarten. Section 4 addresses learning readiness, including articles related to children and money, science curiosity, learning science and mathematics in the community, television viewing, and music. Section 5 deals with helping teenagers succeed in school, including planning for college. Section 6 discusses National Parents' Day. (KB)

ED 433 139 PS 027 862

Herman, Alexis M.
Meeting the Needs of Today's Workforce: Child Care Best Practices.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Day Care Centers; Early Childhood Education; *Employed Parents; *Employer Supported Day Care; Family Work Relationship; Fringe Benefits; Program Descriptions; School Age Day Care; Sick Child Care; Unions
IDENTIFIERS- Child Care Needs; Department of Labor

Employers are increasingly recognizing that addressing their workers' child care needs is important and makes good business sense. However, many employers have not offered child care this effort and current programs and procedures for countering child abuse and neglect. Sections cover: (1) recognition of child abuse problems on the Fort Peck Reservation in the 1980s; (2) federal funding of a sexual abuse victims treatment program on the reservation in 1990; (3) the interagency agreement child protection team and its assessment and evaluation processes; (4) child protection helping agencies and the process for resolution of interagency conflict; (5) definitions of child abuse and neglect in the Fort Peck Tribes Comprehensive Code of Justice; (6) an informal process for referral of children at risk of abuse or neglect, aimed at family strengthening and preservation; (7) the formal process for court hearings and decisions; (8) four tribal prevention and treatment programs for families and children at risk (providing culturally relevant counseling and therapy to children and family members, legal advocacy, and preparation for court); and (9) the influence of welfare payments and public housing regulations on family behavior. (SV)

ED 433 157 RC 020 433

Sheehan, Valerie A.
Speaking for Our Children: A Look at the Guardian ad Litem Program.
PUB DATE- 94
NOTE- 36p.; Field Project, NAES College, Twin Cities.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; Child Abuse; *Child Advocacy; *Child Welfare; Courts; *Due Process; Foster Care; Volunteers
IDENTIFIERS- Court Appointed Special Advocate Program; *Guardian Ad Litem; *Minnesota (Hennepin County)

A guardian ad litem or court appointed special advocate (CASA) is appointed by a judge to speak for the child's best interests in court hearings related to allegations of child abuse or neglect. This paper examines the need for more American Indians to become involved as volunteer guardians ad litem. The first part provides historical information about guardian ad litem programs and some statistics about child out-of-home placements in Minnesota and Hennepin County. About 20-25 percent of CASA cases in Hennepin County involve American Indian children; Indian children are removed from their homes at a rate 10 times greater than that of White children. Culturally sensitive advocates are needed to deal with a court system viewed by Indians as negative and adversarial. The second part explains the court process, detailing how a child becomes involved in the system and the process that protects the child's rights. There are also some safeguards for the parents so they will have due process if they are accused of child abuse or neglect. Part 3 discusses how one becomes a guardian ad litem in Hennepin County, including recruitment, completion of an application, interview with a practicing guardian ad litem, and training. Barriers to American Indian participation are identified. The conclusion includes recommendations for recruiting and retaining more American Indian guardians ad litem. (Contains 10 references and a glossary.) (SV)

ED 433 158 RC 020 972

Juhel, Jean-Marc
A Review of the Portrayal of American Indians in a Selection of U.S. History Textbooks and Recommendations for a Supplementary

model and statistical data. (Contains 21 references and 14 data tables.) (SV)

ED 433 174 RC 022 082

Howley, Craig B.; Bickel, Robert
The Matthew Project: National Report.
SPONS. AGENCY- Rural Challenge Policy Program, Randolph, VT.
PUB DATE- 99
NOTE- 29p.; For related reports, see RC 022 081, RC 022 083, and RC 022 087-88.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Economically Disadvantaged; Elementary Secondary Education; *School District Size; *School Size; *Small Schools; *Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS- Georgia; Montana; Ohio; Small School Districts; Texas

Previous studies found that the small size of schools or school districts mitigated the negative influence of poverty on academic achievement in California, Alaska, and West Virginia. The Matthew Project extends this research in four additional states selected to provide varied settings: Ohio, Georgia, Texas, and Montana. Data from each state were used in regression equations that predict overall school or district achievement from measures of size, socioeconomic status (SES), and the product of size and SES. These equations illuminate possible "excellence effects" of size by showing which communities (based on SES-level) may benefit or lose from increases in school or district size. Equity effects of size on achievement were also tested by computing the correlation between SES and achievement in groups of larger and smaller schools and districts. Strong evidence of an interaction effect of school size was found in Ohio, Georgia, and Texas, such that academic achievement benefited from smaller schools in more impoverished communities and from larger schools in more affluent communities. A weaker interactive effect was found in Montana, which maintains many small schools. Across all four states, a strong equity effect was found at all grade levels, whereby small size reduced the negative influence of poverty on school and district performance. Strong evidence of an interaction effect of district size was found only in Ohio. The Matthew Project studies indicate that a one-best, everywhere "optimal," school size is a figment. Four policy questions related to school and district size are discussed. (Contains 15 references.) (SV)

ED 433 175 RC 022 083

Howley, Craig B.
The Matthew Project: State Report for Ohio.
SPONS. AGENCY- Rural Challenge Policy Program, Randolph, VT.
PUB DATE- 99
NOTE- 52p.; For related reports, see RC 022 081-082 and RC 022 087-088.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Correlation; Economically Disadvantaged; Elementary Secondary Education; Enrollment; Regression (Statistics); Rural Schools; *School District Size; *School Size; *Small Schools; *Socioeconomic Influences;

ED 433 200 SE 062 018

Smith, Gregory A., Ed.; Williams, Dilafruz R., Ed.
Ecological Education in Action: On Weaving Education, Culture, and the Environment.
PUB DATE- 99
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Ecology; *Educational Development; Educational Innovation; Elementary Secondary Education; *Environmental Education; Global Education; Higher Education; Nonformal Education; *Nontraditional Education; *Science and Society; Social Responsibility; World Views

This book explores different facets of emerging forms of educational practice that implicitly recognize the close relationship that exists between human cultures and the environment. The first six chapters describe educational efforts in K-12 schools throughout the North American continent. The second six chapters consider the work of people in higher education and nonformal educational settings and their attempts to instill an ecological perspective into the learning of college students and adult community members. A list of selected programs and resources that address ecological education is included. (WRM)

ED 433 201 SE 062 232

When You Don't Know What To Do...Problem Solve! Vermont High School Mathematics Portfolio Task Book.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Calculus; Functions (Mathematics); High Schools; *Mathematics Activities; *Mathematics Instruction; Portfolio Assessment; Probability; *Problem Solving; Statistics; Word Problems (Mathematics)
IDENTIFIERS- *Vermont

This document is concerned with developing an understanding of problem solving by providing tasks to help students with their problem solving strategies. These tasks were used by Vermont teachers during the pilot years of the High School Mathematics Assessment and were selected by attendees of the June, 1995 Research Scoring meeting. Tasks are organized in alphabetical order by title. Each task is followed by information about the task, a list of the primary content clusters covered by the task, a list of the mathematics opportunities provided by the task, a note describing how teachers might fit the task into their curriculum, and a solution including an answer and possible approach to the problem. (ASK)

ED 433 202 SE 062 283

4-H Horticulture Project Activity Guides. Leader's Guide and Units 1-3.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English

Effective Public Outreach"; (6) Strengthening Capacity for Outreach"; and (7) "What Should We Say and To Whom?" (CCM)

ED 433 227 SE 062 616

Ham, Laurie; Kelsey, Elin
Learning about Biodiversity: A First Look at the Theory and Practice of Biodiversity Education, Awareness and Training in Canada = L'apprentissage de la biodiversite: coup d'oeil sur la theorie et la pratique dans l'education, la sensibilisation et la formation en matiere de biodiversite au Canada.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Community Development; Elementary Secondary Education; Environmental Education; Foreign Countries; Higher Education; Integrated Activities; *Learning Theories; Science Education; Teaching Methods; *Wildlife
IDENTIFIERS- *Biological Diversity; *Canada

This report takes a fresh look at the way in which people learn about biodiversity, its importance, and the role that the public can play in its conservation. People must interpret this new and challenging issue within a context that is both meaningful and familiar to them. This report is exploratory and illustrative, and uses current educational theory as a backdrop to Canadian practices. It provides a range of examples that highlight the need for a diversity of approaches to reach a diversity of audiences. This report is a valuable resource for educational practitioners, community activists, industry associations, conservation organizations, and government agencies that are keen to design effective and well-targeted biodiversity education, training, and awareness policies and programs. Sections include: (1) "Biodiversity Education: A Marriage of Theory and Practice"; (2) "A Transformative Agenda for Biodiversity Education"; and (3) "Growing Together." An introduction, references, and a list of contributors is also included. (CCM)

ED 433 228 SE 062 688

Adopt-A-Stream Teacher's Guide for Grades K-12.
PUB DATE- 96
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; *Ecology; Elementary Secondary Education; *Environmental Education; Hydrology; *Science Activities; *Water; Water Resources; *Wetlands

This guide comprises materials largely drawn from existing environmental education materials. The four major subject areas discussed mirror the Adopt-A Stream activities and include watersheds, nonpoint source pollution, and biological and chemical monitoring of stream conditions. The activities in this guide are grouped according to grade levels. K-5 activities include: (1) "Stream Journey (Introductory) K-2"; (2) "An Imaginary River (Watershed) K-2"; (3) "Are You Me?

ED 433 250 SE 062 806

Ariasingam, David Lakshmanan
Empowering Civil Society To Monitor the Environment: Education for Students, Awareness for the Public, and Functional Literacy for Targeted Groups. WBI Working Papers.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Conservation Education; Elementary Secondary Education; *Environmental Education; Scientific Literacy; Sustainable Development

This paper uses case studies to show that by (1) empowering civil society to monitor the environment through environmental education for primary and secondary students, (2) providing environmental awareness programs for the public, and (3) supporting efforts to improve the functional literacy of targeted groups, the effectiveness and sustainability of environmental projects can be improved. The five case studies were conducted in Colombia, Indonesia, Mexico, the Philippines, and Trinidad and Tobago. The report concludes with lessons learned from the case studies concerning development projects. (CCM)

ED 433 251 SE 062 831

Space Science in Action: Moon Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 832-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; *Earth Science; Elementary Secondary Education; Science Activities; *Solar System; *Space Exploration; *Space Sciences; Stars; Teaching Guides; Videotape Recordings
IDENTIFIERS- *Moon

This videotape recording answers key questions about the Moon such as, What keeps it revolving around the Earth?, Why do we see only one side of the Moon?, and What is the origin of the Moon? Students learn about how the Moon has been studied throughout history, including recent lunar missions, its phases, eclipses, and how it causes tides on Earth. A hands-on activity demonstrates the effect of the Moon's gravity on weight. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

ED 433 252 SE 062 832

Space Science in Action: Astronomy Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 831-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Blacks; *College Faculty; Higher Education; *Minority Group Teachers; Minority Groups; *Personal Narratives; *Racial Identification; *Women Faculty
IDENTIFIERS- Academic Community; African Americans; Faculty Attitudes

While a great deal of discussion has been generated regarding increased levels of student diversity, recruitment of minority faculty, and the diversification of college curricula, there has been far less written about the impact of white institutions on the psyches of ethnic minority faculty. This paper discloses one African-American female faculty member's perceptions of "whiteness" in academia. The paper contends that if educators explore and examine the racial dynamics between faculty and staff, the complexities of addressing race and equity in the classroom is demystified and the likelihood of faculty-of-color remaining at predominantly white institutions is increased. It begins by describing the faculty member's reactions to a School of Education faculty race retreat. Drawing upon the faculty member's feelings, thoughts, and reactions to the retreat, the paper relates those reactions to the concept of "whiteness." Choosing to avoid the use of theory or theoretical perspectives, the paper relays the innermost feelings of the faculty member so that white colleagues might gain an understanding of the racial dynamics among faculty that frequently "color" institutions and cause minority faculty to leave or abandon academia. It is hoped that the illumination of this faculty member's perceptions will give senior faculty a better understanding of how to design racial awareness activities for faculty. (BT)

ED 433 274   SO 031 023

Coley, Robert E.; Desmond, Cheryl T.
Parallel Lives: The Relationship between the Sexes at Millersville State Normal School, 1855-1927.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of The American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coeducation; *Educational History; *Equal Education; Females; Higher Education; Males; *Schools of Education; Social Discrimination; *Social Isolation; *Social Life; Social Structure; Womens Education
IDENTIFIERS- Pennsylvania (Millersville)

This historic overview of Millersville State Normal School in Pennsylvania looks at the separate but equal treatment of male and female students and faculty during the late 19th and early 20th century. Although early school administrators were progressive in acceptance of both male and female students and careful to treat men and women equal in all intellectual situations and most social activities, coeducation meant separate spheres. Male and female students and faculty lived strictly enforced, sexually parallel lives where even the most

SPONS. AGENCY- Consulate of Japan, San Francisco, CA.; United States-Japan Foundation.
PUB DATE- 97
NOTE- 184p.; For Part II and III of the series, see SO 031 160-161. Additional funding for this project was also provided by the Stanford East Asia National Resource Center.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; *Asian History; *Asian Studies; Foreign Countries; *Foreign Policy; Global Education; *International Relations; Japanese Culture; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; Vietnam War; Vietnamese People; *World Affairs
IDENTIFIERS- Asia Pacific Region; Japan; United States; *Vietnam

This curriculum unit is part three of a three-part series. Each of the three parts can be taught independently. The lessons include perspectives from each of the countries under study. This unit introduces students to policy options for U.S. and Japanese relations with Vietnam at the turn of the century. By identifying and examining these options during Vietnam's growing liberalization and integration into the world community, students will gain an awareness of U.S., Japanese, and Vietnamese perspectives on political, economic, and security issues. Provided is a rationale and introduction to the lessons, along with unit goals, materials, time required, suggested sequence of activities, small group roles, subjects, equipment needed, icons, and policy study references. The six lessons include: (1) "Historical Legacies: The Vietnamese Refugee Experience"; (2) "Vietnam's Politics in Transition: Creating Interest in the News"; (3) "Vietnam's Economy in Transition"; (4) "U.S. Relations with Vietnam: The Debate Over Normalization"; (5) "Japanese Relations with Vietnam: With a Focus on Foreign Aid"; and (6) "ASEAN--Association of Southeast Asian Nations." Contains a list of references for each lesson. (EH)

ED 433 292 SO 031 167

Hansen, Hal
Work, Schools, Educational Governance, and the State: German Vocationalism and the Recasting of American Educational History.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Credentials; Cross Cultural Studies; *Cultural Context; Educational History; *Educational Philosophy; Educational Policy; *Educational Practices; Educational Principles; Foreign Countries; Secondary Education; *Vocational Education
IDENTIFIERS- *Germany; Learning Environments; United States

Despite the ready admission of historians of the subject that "education" encompasses far more than schools, families, churches, apprenticeships, and other institutions there is no reliable, general account of why schools, especially "academically" oriented ones, have become so cardinal to the U.S. way of life. This paper argues that credentialing, not related to public accountability. Chapter 3 presents results related to alternative structures. Agency responses are included. (SM)

ED 433 309 SP 038 712

Gallant, Claudia; Colbert, Ronald; Zide, Michele Moran
Professional Development at Fitchburg State College: A Model for the 21st Century.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Spring Conference of the Massachusetts Association of Colleges of Teacher Education (Sturbridge, MA, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Professional Development Schools; Public Education; State Standards; *Teacher Improvement; Teachers
IDENTIFIERS- *Fitchburg State College MA

This paper describes the Professional Development Center at Fitchburg State College, one of the nine colleges of Massachusetts' system of public higher education. The Center's mission emphasizes outreach to public schools in the area. Its tenets include: principles and goals of the whole system must be described and understood before meaningful change can occur; systems are affected from the bottom up and from the top down; instruction cannot improve systematically without administrative support; the relationship of the individual unit to the whole must be defined and be able to be transformed; change must be defined and understood from within the system; professional development programs can facilitate and help systems articulate and focus their needs (but do not define them); the most effective professional development programs respond to carefully defined needs of the systems; and effective school systems recognize the relationship between local choices and the effects of the choices on the nation and the world. This paper examines in detail six categories that implementation of the model falls into: special programs; conferences; systemic, district-based training, program support and followup, and leadership on current issues. For each category, the paper discusses the issue and presents the Center's response. (SM)

ED 433 310 SP 038 713

Prushiek, Jill
Collaborative Conference Style Capstone Experience: An Innovative Approach.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Summer Conference of the Association of Teacher Educators (San Antonio, TX, August 7-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Collegiality; Elementary Secondary Education; Higher Education; Preservice Teacher Education;

DESCRIPTORS- Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Teacher Certification; *Teacher Education Programs; Teachers
IDENTIFIERS- *Nebraska

This publication lists teacher education programs available within Nebraska's colleges and universities for the years 1999-2000. For the 17 institutions, the publication presents information on: level of program approval, degrees available, and graduate or undergraduate level. It also describes who the program is accredited by and who provides administration and supervision. For each institution, information is included regarding programs in the areas of: language arts, fine arts, general education, health and physical education, math, media, natural sciences, social sciences, pupil personnel, special education, vocational education, and other. (SM)

ED 433 328 SP 038 744

Codell, Esme Raji
Educating Esme: Diary of a Teacher's First Year.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teachers; diaries; Elementary Education; Elementary School Teachers; Journal Writing; Public Schools; Teacher Administrator Relationship; *Teacher Attitudes; Urban Schools

This book presents the uncensored diary of a young, beginning elementary school teacher. She started teaching in an inner-city, Chicago public school, where gangs attacked her class and her own students stabbed a substitute with a pencil. The most trying challenges she faced were from administrators who questioned her unconventional techniques (such as dancing with students, roller skating in the hallways, and creating a historical time machine from an old refrigerator), even after she sharply improved her students' standardized test scores and won a prestigious teacher award. The author prettifies nothing about her frenetic, often frustrating first year. (SM)

ED 433 329 SP 038 745

Duhon, Gwendolyn M.
Teacher Empowerment: Definitions, Implementation, and Strategies for Personal Renewal.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Decision Making; Elementary Secondary Education; *Power Structure; Problem Solving; Professional Autonomy; *Teacher Empowerment; Teacher Responsibility; Teacher Role; Teachers
IDENTIFIERS- Professionalism

This paper presents an outline of teacher empowerment issues. Section 1, "Definitions of Terms and Concepts Related to Teacher Empowerment," focuses on "Teacher Empowerment," "Dimensions of Empowerment," "Three Views of Empowerment," the AISD continue to use TSOICC data to follow up former students and determine postsecondary enrollments. (SLD)

ED 433 348 TM 030 017

Khanna, Ritu; Trousdale, Donna; Penuel, William R.; Kell, Judy
Supporting Data Use among Administrators: Results from a Data Planning Model.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Data Collection; Educational Assessment; Educational Planning; *Evaluation Utilization; Instructional Leadership; Middle Schools; Models; *Principals; *Professional Development; *Research Utilization; Training
IDENTIFIERS- Reform Efforts; *San Francisco Unified School District CA

The initiatives taken by one school district to support professional development for principals in using data for school planning and reform were studied. A data-planning training model was developed in the San Francisco Unified School District (SFUSD) (California) to build skills principals need to read, interpret, and use multiple sources of data for school reform and continuous school improvement. The model was implemented with 17 middle school administrators in the SFUSD, and these administrators had the responsibility for teaching it to their staffs. Eleven of these principals responded to a survey about the model and the training, including workshops. Results of the survey suggest that administrators were actively using the data to plan and improve instruction. They seemed to understand the types of indicators to use when assessing achievement and improvements and they were able to read and use the accountability reports to find relevant information. Because middle school administrators found the data planning model helpful, it was extended to the elementary school level the following year. Three attachments illustrate the "data puzzle," a planning chart, and the use of the model to make a rubric for school portfolios. (Contains 2 tables, 2 figures, and 13 references.) (SLD)

ED 433 349 TM 030 018

Bryant, Debbie K.
Prediction of CAAP Scores Based on ACT Scores, Cumulative GPAs, and Both.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *College Students; Correlation; *Grade Point Average; Higher Education; *Prediction
IDENTIFIERS- *ACT Assessment; Arkansas; *Collegiate Assessment of Academic Proficiency

The American College Testing (ACT) Program's Collegiate Assessment of Academic Proficiency (CAAP) was chosen as

The study focused on the nature of the interaction among team members as they jointly constructed a knowledge map. Each student was randomly assigned to a team and communicated (anonymously) with other members by sending predefined messages. Teamwork processes were measured by examining message usage. Each message was categorized as belonging to one of six team processes: (1) adaptability; (2) communication; (3) coordination; (4) decision making; (5) interpersonal; and (6) leadership. Team performance was measured by scoring each team's knowledge map using four expert maps as the criterion. No significant correlation was found between team processes and team outcomes. This unexpected finding may be due in part to a split-attention effect resulting from the design of the user interface. However, student teams were able to construct knowledge maps successfully, suggesting that the general approach to using networked computers to measure group processes remains viable. Two appendixes contain messages grouped by category and message content and the handout describing messages. (Contains 17 tables and 21 references.) (Author/SLD)

ED 433 369 TM 030 059

Lewis, Anne
Comprehensive Systems for Educational Accounting and Improvement: R&D Results. Proceedings of the Annual Conference of CRESST (1998).
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Conferences; Educational Assessment; *Educational Improvement; Educational Innovation; Educational Technology; Elementary Secondary Education; Partnerships in Education; *Student Evaluation
IDENTIFIERS- *Center for Research on Eval Standards Stu Test CA

Fifty sessions with nearly 70 presenters or discussion leaders examined all aspects of comprehensive systems for accountability and educational improvement at the 1998 national conference of the Center for Research on Evaluation, Standards, and Student Testing (CRESST). Topics ranged from national assessment to innovative uses of technology, from deeper understanding of students traditionally left out of assessment to benefits from partnerships between researchers and practitioners. The gathering began with a national overview of work on assessment and school improvement, moved to specific issues, and devoted time to new and continuing research. This publication summarizes conference discussions, remarking on progress made and noting work remaining to be done. The last panel, titled "Reinventing Assessment and Accountability To Help All Children Learn," invoked the theme of the entire conference. (SLD)

ED 433 370 TM 030 065

Rokicka, Wanda, Ed.
Educational Documentation, Research and Decision-Making: National Case Studies. Studies in Comparative Education.
PUB DATE- 99

Smith); (2) "Children and the EZ/EC Implementation: Prospects and Connections" (Maynard C. Reynolds and Margaret C. Wang); (3) "Children from Zero to Six in Urban America: Challenges and Opportunities To Foster Student Success" (Jane Knitzer); (4) "Revitalizing Inner Cities; Focusing on Children's Learning" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (5) "Neighborhood Initiatives, Community Agencies, and the Public Schools: A Changing Scene for the Development and Learning of Children" (William Lowe Boyd, Robert L. Crowson, and Aaron Gresson); (6) "Service Coordination across Government Agencies" (John F. White, Jr. and Tine Hansen-Turton); (7) "The Urban University: Its Role in Community Development" (Bernard C. Watson); (8) "Serving Children and Families in the Inner Cities through the Development of Professional Human Services Workers" (Edmund W. Gordon); and (9) "Coda." Each selection contains references. (SLD)

ED 433 391 UD 033 077

Wang, Margaret C., Ed.; Wong, Kenneth K., Ed.
Implementing School Reform: Practice and Policy Imperatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; Diversity (Student); *Educational Change; Educational Finance; Educational Policy; Educational Practices; Educational Research; Elementary Secondary Education; *School Restructuring; *Urban Schools; Urban Youth
IDENTIFIERS- *Elementary Secondary Education Act Title I; Reform Efforts

Based on the proceedings of a national conference titled "Implementation of the Title I Program: Implications for Improving Schools' Capacity for Achieving Success," this publication is intended to bring critical attention to the issues that will improve the learning of economically disadvantaged students in urban and rural schools. Chapters provide an overview of the research base and an analysis of the current state of education practice. Each chapter contains specific proposals for policy development and research and development agendas. The chapters are: (1) "Financing Title I: Meeting the Twin Goals of Effective Resource Targeting and Beneficial Program Interventions" (Martin Orland and Stephanie Stullich); (2) "Educational Practices and Policies that Promote Achievement" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg); (3) "Redesigning the Federal Compensatory Education Program: Lessons from the Implementation of Title I Schoolwide Projects" (Kenneth K. Wong, Gail L. Sunderman, and Jaekyung Lee); (4) "Sustaining State Reform through Research and Recognition" (Gerald L. Richardson); (5) "Reading Achievement, Reading Instruction, and Title I Evaluation" (Richard L. Venezky); (6) "English-Language Learners and Title I Schoolwide Programs" (Diane August); (7) "Meeting Student Diversity Needs in Poor, Rural Schools: Ideal Practices and Political Realities" (Barbara L. McCombs and Bill Bansberg); and (8) "Epilogue: A Summary of Recommendations" (Margaret C. Wang and Kenneth K. Wong). Each chapter contains references. (Contains 23 tables.) (SLD) assistance because they lack good information on how to establish such programs effectively as well as on how such efforts can be beneficial. This report, highlighting the experiences of 40 employers who have instituted child care programs for their employees, can serve as a resource and a tool for employers seeking to initiate or expand family-friendly workplace policies. The report presents an overview of eight collaborative efforts to spotlight the importance of partnerships, including those between businesses and unions, in increasing employee access to child care assistance programs. Part 1 of the report describes resources available through the Department of Labor as well as the Department's own child care best practices. Part 2 shares the range of 40 child care best practices offered by a diverse group of employers across the country. Individual employers are highlighted as well as innovative business, union, and community partnerships. This section is divided according to the following areas: (1) on-site care; (2) back-up care; (3) school-age care; (4) sick child care; (5) non-standard hours care; (6) paid family leave; (7) resource and referrals; (8) child care discounts/reimbursements; (9) assistance for students, trainees, and low-wage workers; and (10) children in the workplace. The report concludes with a list of Department of Labor contacts for various regions of the nation. (KB)

ED 433 140 PS 027 863

Five States' Innovative Approaches to Welfare: Promoting Economic Security among America's Poor.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Status; Family Financial Resources; Family Income; *Low Income; *Policy Analysis; Program Descriptions; *Public Policy; *State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- State Policy; *Welfare Reform

The Family Support Act of 1988 and the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 provided the basis for a comprehensive reform of welfare programs. This document provides examples of how five states have chosen to implement new provisions in their welfare programs to aid families in achieving greater economic security. The Illinois Work Pays and Minnesota's Family Investment Plan are included as examples of programs promoting financial asset development. Oregon's JOBS Plus and Vermont's Welfare Restructuring Project are examples of programs promoting human capital asset development. Also, Utah's Single Parent Employment Program is an example of a program helping to overcome obstacles to asset development. These programs share an emphasis on creating positive incentives and opportunities with few provisions for negative sanctions, such as time limits, family caps, and punitive reductions of cash assistance grants. Following an explanation of welfare-related terms and sources for further information in each of the five states, the following information is contained in descriptions of each state program: (1) major provisions in the program; (2) implementation information; (3) program outcomes to date; and (4) additional factors to be considered. The report concludes by noting that the case examples will be useful to other states in securing true welfare reforms. (KB)

Curriculum.
PUB DATE- 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian History; *American Indians; *Curriculum Development; Ethnic Bias; Ethnocentrism; Federal Indian Relationship; High Schools; *History Textbooks; Instructional Material Evaluation; Stereotypes; *Textbook Bias; Trust Responsibility (Government); *United States History; World Views
IDENTIFIERS- *Eurocentrism

This paper examines the treatment of American Indians in six high school U.S. history textbooks, published 1990-95 and used in several geographically diverse private schools and one public school in New York. The study aimed to determine whether all sides of the stories that make up U.S. history were presented, to clarify what specific areas are in need of improvement, and to suggest supplementary resources to compensate for textbook shortcomings. Chapter 1 considers the visibility of American Indians in history textbooks and finds that American Indians are left out of texts and illustrations, coverage of pre-Columbian America is disproportionately short, the lack of coverage of 20th-century American Indians perpetuates the "vanishing American" myth, and no primary source pertaining directly to Native Americans is in any of the textbooks. Chapter 2 discusses the lack of American Indian perspectives in the textbooks, noting that White historians dismiss Native oral sources as unreliable but use White oral sources, and that not only are Native primary sources absent, but different views of the issues are not presented. Chapter 3 finds that European perspectives regarding Native American history fall into classifications such as the hierarchy of civilizations, savages, generic or acquiescent Indians, manifest destiny of Euro-American colonists, barrier to progress, and the minimal effects of colonization. Chapter 4 presents a sample supplementary high school curriculum designed to address the shortcomings of traditional classroom material with respect to American Indian issues. Chapter 5 lists useful resources. Contains a 34-item bibliography. (TD)

ED 433 159 RC 021 600

Sumner, Todd
Design Considerations in Developing a Web-Based Mentor Network.
PUB DATE- 98
NOTE- 37p.; Project undertaken as part of the Joseph and Esther A. Klingenstein Fellows Program and as partial fulfillment of requirements for the Degree of Master of Arts in Educational Administration, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Aspiration; College School Cooperation; Computer Uses in Education; *Cross Age Teaching; *Distance Education; Educational Innovation; Higher Education; *Mentors; Multimedia Materials; *Rural Schools; Secondary Education; Small Schools; *World Wide Web
IDENTIFIERS- *Learning Communities; *Protege Mentor Relationship

This paper describes a Web-based mentor network designed to pair students in rural independent schools with undergraduates at selected liberal arts colleges. It is one of nine central program elements that constitute the Proteus(TM) system, a

*Socioeconomic Status; Tables (Data)
IDENTIFIERS- Large Schools; *Ohio; Small School Districts

Previous studies found that the small size of schools or school districts mitigated the negative influence of poverty on academic achievement in California, Alaska, and West Virginia. The Matthew Project extends this research in four additional states selected to provide varied settings. Ohio is a very diverse, urbanized state with a large population that nonetheless contains a numerically large rural population. In this report, Ohio data were used in regression equations that predict overall school or district achievement from measures of size, socioeconomic status (SES), and the product of size and SES. These equations illuminate possible "excellence effects" of size by showing which communities (based on SES-level) may benefit or lose from increases in school or district size. Equity effects of size on achievement were also tested by computing the correlation between SES and achievement in groups of larger and smaller schools and districts. Strong evidence was found for both excellence and equity effects of size in Ohio. Across grade levels, smaller schools or districts benefited impoverished communities while larger units benefited more affluent communities. These effects increased in magnitude toward the extremes of SES. Re-analysis by locale found a direct negative effect of school size on achievement in urban and suburban areas and a strong interactive effect of size in rural areas and small towns. Results suggest that some Ohio schools and districts are too large, and in most impoverished communities, schools should be substantially smaller. Appendices include a regression model and statistical data. (Contains 30 references and 15 data tables.) (SV)

ED 433 176 RC 022 084

Howley, Craig; Howley, Aimee; Larson, Bill
Do Rural and Suburban Principals Approach Planning Differently? A Two-State Comparison.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; *Educational Planning; Elementary Secondary Education; *Principals; *Rural Schools; *Suburban Schools
IDENTIFIERS- Management Styles; *Ohio; *West Virginia

A survey of rural and suburban principals in Ohio and West Virginia explored the different approaches to planning that principals take and examined two possible contextual influences: rural versus suburban locale, and state. A survey instrument based on five types of planning discussed in the literature was completed by 207 West Virginia principals and 441 Ohio principals. The findings did not substantiate a continuum of planning approaches, as the literature suggested, but rather an amalgam. Principals reported an eclectic use of planning approaches, with organized anarchy, in general, the least favored approach. The "new technicist" approach was more favored among suburban than rural principals and among West Virginia than Ohio principals. The interaction of locale and state was significant for the traditional-consensual approach, with aggregate factor scores increasing from rural to suburban in West Virginia, but decreasing from rural to suburban in Ohio. Rural West Virginia principals exhibited significantly higher ratings than other principals on the organized anarchy approach, which permits an organization to take action in the

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; *Botany; *Earth Science; Ecology; Elementary Secondary Education; Environmental Education; *Hands on Science; *Horticulture; Integrated Activities; Leadership Training
IDENTIFIERS- Gardening; Gardens; *4 H Programs

This document, concerning the 4-H horticulture project, includes a leader's guide and three youth activity guides. The leader's guide can be used to plan group project meetings that are both fun and educational. Activities can be adapted to various age groups. The leader's guide includes basic information for growing plants indoors and outdoors, answers to some of the activities in the three youth activity guides, and a list of valuable resources to help guide youth in their horticulture project experience. The three youth activity guides are designed to give young people a wide variety of horticultural experiences. They emphasize life skills rather than specific horticultural information. Different sections in each book focus on a particular life skill and provide activities that allow youth to practice that skill. Examples of life skills encouraged by the activities are: learning to learn; planning and organizing; making decisions; and communicating with others. Unit 1,"Budding Gardeners," covers growing edible sprouts and vegetables, planting flowers, pollination, garden design, and flower arrangement. Unit 2, "Branching Out," includes activities on hydroponics, air layering, transplanting, controlling pests, testing soil, and using mulches. Unit 3, "Digging Deeper," gives opportunities to develop leadership skills, organizational abilities, and presentation skills through such activities as conducting a gardening workshop, instructing younger members, arranging a tour, producing a video, giving a public presentation, or hosting a debate. (CCM)

ED 433 203 SE 062 349

Ediger, Marlow
Challenge and Learning Opportunities in Mathematics.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Instructional Materials; *Mathematics Instruction; Resource Materials; Teaching Methods

This paper shares ideas for creating learning opportunities in mathematics classrooms. Ideas include using single or multiple series of textbooks, markers, teacher-made materials, transparencies and the overhead projector, filmstrips, graphs, songs, money, Geoboards, drill and practice, videotapes, and technology. Mathematics learning activities in the home setting are also discussed. (ASK)

ED 433 204 SE 062 360

Stattler, Elaine; Grabel, Joyce Anne
Food for Thought: A Teacher's Resource Guide from Connecticut Ag in the Classroom.

(Biological) K-2"; (4) "Water Wings (Nonpoint and Biological) K-2"; and (5) "Little Sprouts (Biological) K-5." Materials for grades 3-8 include: (1) "Picture Perfect (Nonpoint) 5-8"; (2) "Pollution Solutions (Nonpoint) 3-8"; (3) "Adopt-A-Stream Detectives (Biological) 3-5"; and (4) "Pondering pH (Chemical) 3-5." Activities for grades 6-12 include: (1) "How Big Is the River--Really? (Watershed) 6-12"; (2) "How Much Water Falls Here? (Watershed) 6-12"; (3) "Dragonfly Pond (Nonpoint) 6-8"; (4) "Name Those BUGS! (Biological) 6-12"; (5) "Adopt-A-Stream Chemical Monitoring (Chemical) 6-8"; (6) "Fertile Green (Biological) 6-8"; (7) "Watershed Walk (Watershed) 6-12"; (8) "Rolling Down the River (Watershed) 6-12"; (9) "Lethal Lots (Nonpoint) 9-12"; (10) "Adopt-A Stream Chemical Monitoring (Chemical) 9-12"; and (11) "Breathtaking (Biological) 9-12." (CCM)

ED 433 229   SE 062 713

Ediger, Marlow
Grouping for Instruction in Teaching Science.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Organization; Elementary Secondary Education; *Group Instruction; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; Instructional Program Divisions; *Science Instruction; Teaching Methods

This paper discusses grouping for instruction in teaching science. Suggestions include grouping students in science experiments and demonstrations, grouping by using videotapes and other audiovisual aids, flexible grouping, committee work, flexible discussion groups, minilessons, activity-centered teaching, modeling, individualized reading, and other forms of grouping. (CCM)

ED 433 230   SE 062 722

Burnham, Rich
What They Don't Teach You in Engineering School.
PUB DATE- 99
NOTE- 14p.; Color pictures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Engineering Education; *Engineering Technology; Higher Education; Teaching Methods

An engineering technique invented in the 1920s remains unused by most engineers today because their instructors are unaware that software applications have simplified the exceedingly complex calculations required. The technique is called the design of experiments (DOE), a method that optimizes products and processes. This process outshines one-factor-at-a-time (OFAT) experimentation because OFAT is incredibly cost- and time-prohibitive. Many engineering professors remain unaware of how effective DOE is because they are also not familiar with the technique. Consequently, engineering students in most colleges continue to be taught slow and costly OFAT experimentation. Now, however, personal computers make DOE easy to use because software performs the complicated calculations. (CCM)

DESCRIPTORS- *Astronomy; Earth Science; Elementary Secondary Education; Science Activities; *Solar System; *Space Exploration; *Space Sciences; *Stars; Teaching Guides; Videotape Recordings

This videotape recording teaches students about constellations, star movement, and how scientists have studied celestial bodies throughout history from Ptolemy to Copernicus to the work of the Hubble Space Telescope. An interview with Kathy Thornton, one of the astronauts who repaired the Hubble while in orbit, is featured. A hands-on activity guides students in building their own sextant which demonstrates how ancient seafarers navigated using the movement of the stars. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

ED 433 253 SE 062 833

Space Science in Action: Earth Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 831-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Conservation Education; *Earth Science; Elementary Secondary Education; *Environment; Environmental Education; Habitats; Science Activities; Solar System; Space Sciences; Teaching Guides; Videotape Recordings

This videotape recording explains the factors that allow life to flourish on Earth, including our position within the solar system, the water cycle, and the composition of the planet. A hands-on activity demonstrates the earth's water cycle. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

ED 433 254 SE 062 834

Space Science in Action: Earth's Atmosphere Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 831-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Climate Change; Conservation Education; *Earth Science; Elementary Secondary Education; Hurricanes; Meteorology; Science Activities; Teaching Guides; Videotape Recordings; *Weather

In this videotape recording, students learn about the layers of the atmosphere and why each is important to the survival of life on the planet. Students discover why the atmosphere is responsible for weather and see how special aircraft actually fly into hurricanes. Students build their own working barometer in a hands-on activity. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM) casual interactions between members of the opposite sex were closely monitored and regulated aspects of daily life. Contains 33 notes. (MM)

ED 433 275 SO 031 024

Broadhead, Pat
Curriculum Change in Norway - A Consideration from Cultural, Political and Personal Perspectives.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Education; Foreign Countries; *Instructional Effectiveness; Primary Education; *Student Centered Curriculum
IDENTIFIERS- *Norway; *Subject Centered Curriculum

Laerplan 97 (L97) is a program of curriculum reform recently introduced in Norway. The reform lowers the age of compulsory school attendance from age 7 to age 6 and provides a compulsory curriculum framework. The framework requires the subject-centered curriculum to be delivered thematically for periods of time dependent on the pupils' age while suggesting that teachers plan and teach with the local environment and resources in mind. This combination of compulsion and choice presents Norwegian primary teachers with a number of challenges. The document offers a summary of the research undertaken between 1997 and 1999 which looked at the issue of combining these prescriptive subject-centered and active-learning child-centered approaches. Data for the study came from semi-structured interviews with teachers and representatives of the Ministry of Education, questionnaire responses from participant and non-participant teachers, and observations made at eight primary schools. Findings reveal inherent contradictions in L97 including the following: (1) teachers seem to be the main reference point but children have to become independent; (2) the curriculum has to be integrated for some periods but timetables are planned in 45 minute slots which break between each period; and (3) teachers talk about the importance of respecting children but children do not seem to be educationally challenged. Suggestions are given for teacher responsibility in confronting and resolving these contradictions. Contains 11 references. (MM)

ED 433 276 SO 031 025

Weltman, Burton
Reconsidering Arthur Bestor: A Postmortem for the Cold War in Education?
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communism; Conservatism; Educational History;

education, explains the prominence of the school on the U.S. social-cultural landscape. The paper contends that, in many parts of the world, the workplace remains an unambiguous place of learning, and finds that Germany is among the most interesting, for German shops, factories, and offices do not function as education and training sites in the absence of schools, but as explicit, historically constructed alternatives to schools. Whatever the German educational system's relative merits, however, its great advantage, for the purpose of this paper, is the way its evolution and operation problematize received historiographic accounts of U.S. educational development. The paper states that German educational practice makes it clear that the U.S. propensity to identify education with schooling is not universal. The paper asks why vocational education in the U.S. context has been so ineffectual. It suggests that what counts as education in a society is less a product of where or how it is acquired than of the institutions that define and document it. Contains a table of data and a 60 references. (BT)

ED 433 293 SO 031 171

Wisconsin Model Academic Standards for Social Studies.
PUB DATE- 98
NOTE- 35p.; For related document, see SO 031 172.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Behavioral Sciences; Citizenship; Economics; Elementary Secondary Education; Geography; Grade 12; Grade 4; Grade 8; History; *Participative Decision Making; Political Science; *Social Studies; *State Standards
IDENTIFIERS- *Wisconsin

Students at all grade levels in Wisconsin are required to learn about the principles and ideals upon which the United States is founded, and understand the world in which they live. Students at all levels should develop skills and understandings in all five strands found in the Wisconsin standards for social studies. These skills and understandings are embedded in the performance standards. The curriculum in elementary and middle schools establishes the foundation for the entire social studies program, and allows students to develop the attitudes and acquire the knowledge and skills necessary to participate in a democratic society and understand an increasingly complex world. It is also important to recognize that the designated levels, by grade four, grade eight, and grade twelve, lead students to higher and deeper levels of knowledge and skills as they progress through school. The organization of these standards allows the social studies curriculum to be developed as separate disciplines or in an integrated course. In elementary, and middle and junior high schools, the five strands of social studies are usually integrated in a time during the day called "social studies." In high schools, the social studies courses are given names such as United States History, Geography, Global Studies, World History, Economics, Civics, Social Studies, Current Events, Sociology, and Psychology. Courses with these names might include performance standards from one, several, or all of the social studies strands. The social studies strands are as follows: (1) "Social Studies Standard A (Geography)"; (2) "Social Studies Standard B (History)"; (3) "Social Studies Standard C (Political Science and Citizenship)"; (4) "Social Studies Standard D (Economics)"; and (5) "Social Studies Standard E (Behavioral Sciences)." (LB)

Program Development; Special Education Teachers; Student Participation; Student Teachers; Student Teaching; *Teacher Collaboration; Teacher Educators

IDENTIFIERS- Capstone Programs; Wisconsin

This paper provides a brief overview of the literature on collaboration among higher education faculty and describes the process of creating a capstone experience for regular and special education student teachers and interns. During the 1997-98 academic year, three faculty members were assigned the task of creating a common capstone experience that would be innovative, collaborative, and professionally enriching for students and faculty alike. They created a capstone seminar experience that meets four full Fridays during the professional semester and requires student teachers and interns to leave their field placements and meet on campus. The core content includes professional development, job search preparation, behavior management refinement, professional communication and conflict resolution, and inclusionary practices. The core content only takes up part of the class time. The remaining time is devoted to a conference style format where content is generated through proposals submitted by on-campus faculty and K-12 cooperating teachers so students can choose topics of most benefit to them. On-campus faculty and cooperating teachers present the topics to student teachers and interns. Input from the students themselves was essential in developing the experience. Students helped evaluate the original course and proposed changes for the new one. Evaluative comments from students, cooperating teachers, and faculty indicate the process is valuable. (Contains 13 references.) (SM)

ED 433 311 SP 038 714

Runyan, Charles Kent; Sparks, Rozanne

Establishing a Foundation for Powerful Teacher Training.

PUB DATE- 99

NOTE- 11p.; Paper presented at the Summer Conference of the Association of Teacher Educators (San Antonio, TX, August 7-11, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; Educational Change; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Lesson Plans; Planning; Preservice Teacher Education; *Student Evaluation; *Teacher Behavior; Teacher Characteristics; Teacher Competencies; *Teacher Student Relationship; Teachers; Teaching Skills

IDENTIFIERS- Pittsburg State University KS

This paper presents the process, synthesized research, and teacher training outcomes derived from a year-long process of establishing a research-based teacher education knowledge base. A broad-based committee at Pittsburg State University, Kansas, was appointed to review best practice literature, various national standards, and teacher education committee recommendations, and then write effective teacher behaviors as measurable outcomes. The committee met twice a month for a year, working through five stages (readiness, assessment, development of recommendations, trial evaluation and revision of recommendations, and presentation of final report). Various subcommittees analyzed and reviewed indicators from a number of reports, studies, and literature. They derived a composite of behavior indicators, then they wrote over 500 indicators that

"Issues Related to Empowerment," "Terms Frequently Used in the Literature of Teacher Empowerment," and "Strengths and Weaknesses of Teacher Empowerment." Section 2, "Implementation," discusses "How Power Is Created and Used" and "Who Defines Power." Section 3, "Strategies for Personal Renewal," focuses on "Primary Sources of Teacher Power," "Five Sources of Interpersonal Power That Can Exist in Educational Organizations," and "Areas Where Power Is Identified and Can Be Created: Personal Lives; Professional Lives (Classrooms; Schools; Within the Teaching Profession); and Community." Section 4 presents "Conclusions." Each section offers activities to help teachers understand the concepts introduced. (SM)

ED 433 330   SP 038 746

Vavrus, Michael
Preservice Teacher Performance Assessment during Student Teaching: Consequences and Pitfalls.
PUB DATE- 99
NOTE- 18p.; Paper presented at the National Symposium of the National Association of State Directors of Teacher Education and Certification (Bellevue, WA, March 25-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Cooperating Teachers; Elementary Secondary Education; Faculty Development; Graduate Study; Higher Education; Mentors; *Performance Based Assessment; Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *Student Teaching; Teacher Collaboration
IDENTIFIERS- Evergreen State College WA

This paper describes student teacher evaluation at Evergreen State College, Washington, examining its 2-year, graduate-level initial certification program. The school began by reviewing its full-time student teaching program, testing a modified version of Danielson's (1996) "Enhancing Professional Practice: A Framework for Teaching." All cooperating teachers, supervising college faculty, and teacher candidates involved in the graduate program were surveyed to determine the effectiveness of the school's new performance-based assessment of teacher candidates involved in full-time student teaching. Results demonstrating a positive impact on student learning around state learning goals were the focus of extensive deliberations among program faculty and an external advisory board. The school revised its internal assessment procedure and was granted continuing accreditation by the State Board of Education under its new performance-based criteria. This paper describes lessons learned, focusing on consequences and pitfalls. Overall, having primarily full-time faculty supervise student teachers was critical in implementing performance-based assessment during student teaching. Continuous mentoring was critical in helping teacher candidates meet performance requirements. Cooperating teachers and college faculty needed collaborative professional development to increase their mentoring skills under the performance-based system. Teacher candidates needed early exposure to the performance requirements for student teaching. (SM)

ED 433 331   SP 038 748

Arkansas' "rising junior exam" to measure learning in the general education curriculum. A study was conducted with a group of 124 college students to determine the predictability of CAAP scores based on ACT scores and cumulative grade point averages (GPAs), individually and together. Both Pearson's "r" and Spearman's "r" were used in determining correlation between ACT scores and CAAP scores and between cumulative GPAs and CAAP scores. The study found statistically significant correlations at the 0.001 level between ACT scores and corresponding CAAP scores and between CAAP scores and cumulative GPAs. There was significant predictability between the ACT scores and CAAP scores. Sixty percent of the variation in CAAP writing skills scores, 30% of the variation in CAAP mathematics scores, 58% of variation in CAAP reading scores, and 52% of variation in CAAP science reasoning scores were accounted for by corresponding ACT scores. Predictability was weaker when estimating CAAP scores based solely on cumulative GPAs. The study found that the combined forces of the two independent variables (ACT scores and cumulative GPAs) accounted for the following proportions of variations in CAAP scores: 64% for writing skills, 38% for mathematics, 58% for reading, and 58% for science reasoning. For future studies, using the CAAP as pretest and posttest is recommended so that any changes could be more aptly attributed to the treatment (45 to 60 hours of general education). (Contains three tables, eight figures, and eight references.) (Author/SLD)

ED 433 350   TM 030 019

Koltun, Hadley; Biemiller, Andrew
Metacognition of Vocabulary Knowledge: A Preliminary Study.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Elementary School Students; Foreign Countries; Intermediate Grades; *Knowledge Level; *Metacognition; *Reading Comprehension; *Vocabulary

Two studies addressed the relationship between elementary school students' knowledge of specific words and their comprehension of passages involving those words. In the first study, 39 students in grades 5 and 6 read 4 passages, answered comprehension questions, and defined words that were included in the questions. Most of the words in the questions were correctly defined by at least 40 percent of the sample. Children who could define the word were also more successful in answering the corresponding comprehension questions. A second study determined how accurate students were in predicting how well they knew the words in comprehension questions. Twenty-two fourth graders were asked to read a story, answer comprehension questions, rate how well they knew specific words in the narrative, and then give meanings for the words. Most students, generally 90 percent of the sample, were accurate in their estimation of word knowledge. However, the percentage of students who over-estimated their word knowledge increased with words that had a lower percentage correct on the definitions. As in the first study, students had a greater probability of answering the comprehension questions correctly if they knew how to define key words related to the question. Educational implications for actively teaching vocabulary in the lower

NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Decision Making; *Documentation; Educational Change; *Educational Research; Foreign Countries; *Information Dissemination; International Education; International Studies; *Research Utilization
IDENTIFIERS- International Bureau of Education

In 1997, The International Bureau of Education (IBE) launched a series of case studies on the processes involved in the use of educational information and research. These studies describe how recent educational research has been disseminated and how educational reforms may have benefited, or not benefited, from insights gained through research. These studies represent 13 IBE member nations. They are: (1) "Information, Research and Decision-Making in Barbados" (Patricia A. Ellis); (2) "The Utilization of Research and Information in Educational Decision-Making: A Case Study of Ontario, Canada" (David N. Wilson); (3) "The Relationship among Educational Research, Information and Policy-Making: A Case Study of China" (Zhou Nanzhao, Zhu Mujue, Bi Jiguang, and Zan Tiejun); (4) "Information, Research and Policy Decision-Making in the Czech Republic" (Jiri Kotasek); (5) "Educational Information and Decision-Making in Egypt" (Abdel Fattah Galal); (6) "The Production and Utilization of Educational Information in the Islamic Republic of Iran" (Abbas Bazargan); (7) "Educational Policy-Making and Research: The Case of Lebanon" (Fairouz Farah-Sarkis); (8) "Case Study on the Use of Information in Mali" (Idrissa Diarra); (9) "The Use of Research in Decision-Making: The Case of Mexico" (Catalina Olga Maya Alfaro); (10) "Case Study on Information Utilization in Poland" (Andrzej Janowski); (11) "Case Study on the Production, Dissemination and Use of Research in Policy-Making in Scotland (United Kingdom)" (Wynne Harlen and Margo Reid); (12) "Case Study on Information Utilization in South Africa" (J. C. Claassen); and (13) "Information, Research and Decision-Making in Uruguay" (Renato Opertti). Two appendixes contain Guidelines for the Preparation of the Case Study and a "Cumulative List of Acronyms." (Contains 11 tables and 4 figures.) (SLD)

ED 433 371 TM 030 066

Carlson, Richard A.
Experienced Cognition.
PUB DATE- 97
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Beliefs; Cognitive Development; *Cognitive Processes; Cognitive Psychology; Educational Theories; Epistemology; *Experience; *Memory; Perception; Thinking Skills
IDENTIFIERS- *Consciousness; Unconscious Processing

This book describes a theoretical framework, "experienced cognition," for understanding cognition at the level of conscious mental states that make up a person's stream of awareness. The central idea is a cospecification hypothesis that an experienced self and experienced objects are simultaneously specified in the information available to perception and from memory. The following chapters discuss the hypothesis: (1) "Experienced Cognition and the Cospecification Hypothesis"; (2) "Consciousness and the Information Processing Framework"; (3) "Phenomena of Cognitive Skill"; (4) "Perceptual

ED 433 392   UD 033 078

Key, Shirley; Shorb, Gina
A Model for Bringing Culturally Relevant Science to Urban Schools.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cultural Awareness; Cultural Differences; Elementary Education; *Elementary School Science; Field Experience Programs; Higher Education; Methods Courses; *Preservice Teacher Education; *Preservice Teachers; Science Education; *Science Instruction; *Urban Schools; Urban Youth

A field-based teacher education program that is designed to educate preservice teachers for careers in urban schools is described. In this program preservice elementary school teachers spend two semesters in the classroom with veteran teachers before the traditional student teacher semester. In the second semester of the program, the preservice teachers enroll in an integrated mathematics and science methods course in which they spend 2 days in the classroom with the public school teachers and 3 days with the university professor, who conducts the classes on the public school campus. Preservice teachers teach science classes while being observed by the university professor. Immediate feedback is available when this model is used. Program evaluation focused on 42 culturally relevant science lessons taught to urban students in one semester and 33 taught in another semester. The teaching model allows culturally relevant lessons to benefit the preservice students and the public school students. This field-based model allows preservice teachers to learn to use culturally relevant approaches with urban students. Figures illustrate a non-cultural inclusive or traditional lesson, a culturally inclusive lesson, and three whole information fact sheets. Contains 18 references.) (SLD)

ED 433 393   UD 033 079

Singhal, Rebecca
Revisiting Segregation: The Overrepresentation of Minority Students in Special Education.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Disadvantaged Youth; Elementary Secondary Education; *Equal Education; Limited English Speaking; *Minority Groups; Racial Composition; *Special Education; *Student Placement; Urban Schools; Urban Youth
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

Some of the reasons for the overrepresentation of minority students in special education programs are reviewed from historical and contemporary perspectives, and the effects of this overrepresentation and some of the proposals to eliminate, or at least remedy, this situation are examined. In the 1960s, many people rejected the genetic explanations of the low rates of success among minority students and replaced these explanations with a theory of cultural deprivation/inferiority. Programs such as Head Start and Chapter 1 were implemented

ED 433 141 PS 027 867

A to Z: The Early Childhood Educator's Guide to the Internet. (Revised).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 340p.; This revised edition supersedes the 1996 second edition; see ED 407 179. Compiled by the Staff of the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) with an introduction by Dianne Rothenberg.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; Child Rearing; *Computer Uses in Education; *Early Childhood Education; Educational Technology; *Electronic Mail; Information Sources; *Internet; *Listservs
IDENTIFIERS- *ERIC; ERIC Clearinghouse on Elementary Early Child Educ; File Transfer Protocol; Gopher; Telnet; Web Browsers

This guide explains features of the Internet and compiles Internet resources useful to those interested in the education and development of young children. Chapter 1 of the guide explains what is needed to connect to the Internet. The chapter then discusses the Internet's domain name system, electronic mail, mail/discussion lists, newsgroups, Internet etiquette, File Transfer Protocol, TELNET, Gopher, the World Wide Web, various Web browsers, Uniform Resource Locators, home pages, search engines, and Web page creation. The chapter concludes with suggestions for finding information on the Internet. Chapter 2 explains several common commands used on mail lists and presents fact sheets on 30 mail lists. Each fact sheet includes a description of the mail list and its name, sponsor, electronic mail address, type of software on which the list is based, contact person, and subscription instructions. Chapter 3 provides fact sheets on 178 Internet sites. Each fact sheet includes a description of the site and the site's name, sponsor, type of sponsor, Internet and mail address, and contact person. Chapter 4 provides information on how to locate and use ERIC system resources on the Internet, and chapter 5 contains a bibliography of ERIC documents and journal articles on "The Internet and Early Childhood Educators." The guide concludes with a glossary of Internet-related terms, an index, and appendices of materials from and about the ERIC system, the National Parent Information Network, and the ERIC Clearinghouse of Elementary and Early Childhood Education. (KB)

ED 433 142 PS 027 868

Beane, Allan L.
The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.
PUB DATE- 99
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

multimedia technologies architecture that supports distributed collaborations and work undertaken in the Small Schools Collaborative, a group of small independent schools. Following the introduction, a vignette illustrates how students would work and interact using the system. Part 1 identifies the similarities between learning communities created through computer-supported distance learning and in traditional educational settings; finds that the Proteus(TM) architecture supports the formation of dialogical communities associated with effective learning environments; and notes that the shared work spaces, archival and research capacities, e-mail, video conferencing, publishing, and portfolio management capabilities of the Proteus(TM) system provide strong infrastructure support to learning communities. Part 2 reviews research findings into the effectiveness of college students mentoring adolescents. Part 3 lays out a plan for how mentoring might be understood and undertaken sharing the core values of the Proteus(TM) system--that it be constructivist and in keeping with the learning principles of Project Zero, the Harvard Graduate School of Education research center. (Contains 26 references.) (TD)

ED 433 160 RC 022 048

Haberman, Martin
Victory at Buffalo Creek: What Makes a School Serving Low-Income Hispanic Children Successful?
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Bilingual Education; *Economically Disadvantaged; *Educational Environment; *Educational Practices; Elementary Education; Elementary School Teachers; *Elementary Schools; Institutional Characteristics; Mexican American Education; Poverty; Principals; School Culture; *School Effectiveness; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Spring Branch School District TX

Buffalo Creek Elementary School in Houston, Texas, has been recognized for its success in serving its students--approximately 600 low-income Hispanic children in grades preK-5. A study of the school, which sought to develop a detailed picture of school effectiveness, identified 33 indicators of success. Each of these indicators is briefly described, but the overarching explanation of what makes Buffalo Creek an outstanding school is found in the quality of its teachers and principal. In addition to having much content knowledge (including Spanish and ESL) and much pedagogical knowledge, the staff has special expertise in the area of relationships. Every one of the success indicators is a function of the staff's ability to relate to the children, the parents, and each other. Also, the staff shares a common ideology of why the school exists, what is supposed to happen to the children, and their role as teachers (or principal) in making it happen. The Buffalo Creek staff is gifted at relationship skills, and this is the key. Studying Buffalo Creek leads to the conclusion that children in poverty must have teachers who can connect with them. The teachers' desire and ability to live with the children all day, every day, is prerequisite to the children's learning. (SV) face of uncertainty or duress. Overall, the findings suggest that the particulars of locale (state and locale as they encompass and differentiate prevailing conditions) rather than locale per se account for differences in principals' approaches to planning. Discussion focuses on rural principals' capacities to plan school programs that help sustain rural communities. (Contains 56 references.) (SV)

ED 433 177 SE 058 314

Jeffery, Kodi R.; Wandersee, James H.
Visitor Understanding of Interactive Exhibits: A Study of Family Groups in a Public Aquarium.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 4, 1996). Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aquariums; *Attitude Measures; Biological Sciences; *Exhibits; *Family Attitudes; *Learning Activities; Museums; *Science Education; Surveys

The purpose of this study was to determine the effectiveness of five interactive exhibits in the New Orleans Aquarium of the Americas. The specific research questions were: Which interactive displays in the "Living in Water" exhibits are most memorable to families?; What aspects of these displays seem to increase learning in families?; and What types of knowledge presented in the exhibits are most memorable? Fourteen family groups were tracked as they visited the displays. They were then interviewed. One to two months later, families were called for follow-up interviews. All interviews were recorded and transcribed. Displays fell into three categories: the touch pool and electric eel displays were remembered very well on both the short and long term; noisemakers and shark shapes displays were remembered reasonably well on the short term, but not as well in the long term; and the eye-to eye exhibit was somewhat remembered on the short term and remembered very poorly on the long term. Some exhibits, though memorable, also helped foster misconceptions. Correct perceptions as well as misconceptions remained quite stable between the two interviews. Principle differences between the memorable and non-memorable exhibits seemed to involve differences in the exhibits' emotional impact. Visitors usually remembered what they had done, but did not always relate that to the theme of the display. If we develop exhibits with a highly emotional impact and with interactive elements closely related to the concept we wish to relate, we will be more successful at communicating our message to visitors. (Contains 2 tables and 13 references.) (Author/ASK)

ED 433 178 SE 058 322

Talsma, Valerie L.
Science Autobiographies: What Do They Tell Us about Preservice Elementary Teachers' Attitudes towards Science and Science Teaching?
PUB DATE- 96
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, April 2, 1996).
LANGUAGE- English

PUB DATE- 99
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Intermediate Grades; *Learning Activities; *Resource Materials; Science Activities; Teaching Guides; Teaching Methods

This teacher's manual is arranged according to the four major categories that were identified as being necessary for a good foundation to an agricultural education program. Each section includes background information and activities for classroom use. Activities were designed to assist teachers in developing lesson plans for grades 4, 5, and 6; however, many of the activities can be adapted to other age groups. Activities include: (1) "People and the Environment"; (2) "Change and Continuity"; (3) "Making a Living"; (4) "Agriculture and Technology"; and (5) "Building on the Past--Looking toward the Future." Includes a resource list for agricultural education. (CCM)

ED 433 205 SE 062 362

Kriesberg, Daniel A.
A Sense of Place: Teaching Children about the Environment with Picture Books.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Conservation Education; Curriculum Development; Elementary Education; *Environmental Education; *Learning Activities; Picture Books; Plants (Botany); *Resource Materials; Teaching Methods; *Wildlife

This book introduces children to the exciting outdoors and their important relationship to the environment. Through quality hands-on activities, students become aware of their vital connection to the earth and are instilled with a sense of their place in the world. Chapters cover themes that range from life cycles and animal signs to climate and habitat while offering a variety of activities that span the curriculum. Creating a classroom museum, taking mystery photos, observing pollination, interviewing a local environmental hero, growing a garden, and making memory sketches are just some of the projects offered. Emphasis is placed on using the five senses (sight, sound, smell, taste, and touch) to explore surroundings. In addition, each chapter gives an extensive, annotated list of picture books that can be used to introduce a topic, stimulate interest, and lead students to learning activities. The ideas in this book are easily integrated into the curriculum and can be adapted to any teacher's goals and objectives. Chapters include: (1) "The Wonder of the Place"; (2) "Sensing Our Place"; (3) "Adapting to the Place"; (4) "How Does the Place Work?"; (5) "Animals of the Place"; (6) "Plants of the Place"; (7) "A Place in History"; and (8) "Protecting the Place." (CCM)

ED 433 206 SE 062 366

Groves, Fred; Pugh, Ava
High School and College Student Perceptions of the Ozone

ED 433 231 SE 062 723

Mitchell, Gordon
Role-Playing Rhetoric of Science Pedagogy and the Study of Medical Ethics.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (New York, NY, November 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economics; *Ethical Instruction; *Ethics; Higher Education; Industrial Psychology; Learning Activities; *Medical Education; Political Science; *Role Playing; Science Instruction; Teaching Methods

This essay blends practical reflection on current efforts to develop a role-playing curriculum at the University of Pittsburgh with a theoretical investigation of role-playing as a pedagogic technique. This paper examines educational literature on role-playing pedagogy as the topic is treated in a variety of academic fields including medicine, education, industrial psychology, economics, and political science. A theoretical examination is woven into a discussion of practical efforts to utilize the role-playing approach as a tool to teach the rhetoric of medical ethics at the University of Pittsburgh. Discussion topics include: (1) the dynamics involved in role-playing simulations; (2) the potential benefits of role-playing; (3) the pitfalls and challenges involved in a role-playing curriculum; and (4) the potential of role-playing as a pedagogical tool for learning the rhetoric of medical ethics. Appendixes include a bioethics role-playing curriculum rhetoric and three activities involving role-playing. (CCM)

ED 433 232 SE 062 751

Kannankutty, Nirmala; Wilkinson, R. Keith
SESTAT: A Tool for Studying Scientists and Engineers in the United States.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Cohort Analysis; Demography; *Employment Patterns; *Employment Statistics; Engineering Education; *Engineers; Higher Education; Science Careers; Scientific Enterprise; *Scientific Personnel; *Scientists; *Work Experience
IDENTIFIERS- National Science Foundation

The Scientists and Engineers Statistical Data System (SESTAT) is a comprehensive and integrated system of information about scientists and engineers in the United States. It comprises data collected through three national sample surveys supported by the National Science Foundation (NSF): The National Survey of College Graduates, the National Survey of Recent College Graduates, and the Survey of Doctorate Recipients. The SESTAT integrated database captures that part of the science and engineering population that either received a college degree in a science or engineering field, or those who work in a science or engineering occupation with a bachelor's degree or higher in any field. The SESTAT database features labor force and other work-related information, educational information, and family and demographic information. (WRM)

ED 433 255 SE 062 835

Space Science in Action: Planets and the Solar System Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 831-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; *Earth Science; Elementary Secondary Education; Science Activities; *Solar System; *Space Exploration; *Space Sciences; Stars; Teaching Guides; Videotape Recordings

This videotape recording teaches students about the key characteristics of each planet, the differences between inner and outer planets, and which planets have their own moons. Students look at how remote-control rovers are designed to explore other surfaces in the solar system. A hands-on activity demonstrates how gravity keeps all the members of the solar system in orbit around the sun. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

ED 433 256 SE 062 836

Space Science in Action: Space Exploration Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 831-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; *Earth Science; Elementary Secondary Education; Science Activities; *Solar System; *Space Exploration; *Space Sciences; Stars; Teaching Guides; Videotape Recordings

In this videotape recording, students learn about the human quest to discover what is out in space. Students see the challenges and benefits of space exploration including the development of rocket science, a look back at the space race, and a history of manned space travel. A special section on the Saturn V rocket gives students insight into the extraordinary measures taken to put humans on the moon. A hands-on activity lets students build their own rocket. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

ED 433 257 SE 062 837

Space Science in Action: Stars Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 831-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Earth Science; Elementary Secondary

*Educational Philosophy; Educational Theories; Elementary Secondary Education; General Education; Higher Education; Liberalism; *Political Attitudes; School Restructuring
IDENTIFIERS- *Bestor (Arthur); Cold War; Essentialism; Progressivism

This essay traces the liberal to conservative changes in U.S. political attitudes and the effect these changes had on progressive and essentialist theories of education from the 1940s to the present. Focus is on the role Arthur Bestor played in these developments. Bestor was a leader of the anti-progressive movement during the 1950s and the most widely read educational reformer of that time. Initially the main difference between Bestor and his opponents was the relative place he gave to social problems and the liberal disciplines, but he grew increasingly conservative in his vision of educational reform, promoted essentialism in education, and called for a national commitment to liberal education. Bestor's educational background, ideologies, theories of curriculum, and opponents are discussed. Debates regarding teaching mainstream culture versus cultural pluralism, issues which divided Bestor and his progressive opponents during the 1950s, continue to divide liberal educators today. The document argues that because the Cold War is over and the political crisis that inflamed educational differences between progressives and essentialists is gone, it is time for progressive educators to acknowledge the value of Bestor's ideas and bring the educational Cold War to an end. Contains 153 references. (MM)

ED 433 277   SO 031 026

Beilke, Jayne R.
"Deserving To Go Further": Philanthropic Fellowships, African American Women, and the Development of Higher Educational Leadership in the South, 1930-1954.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Academic Achievement; Black Achievement; *Black Colleges; Black Education; *Black History; Blacks; Educational History; Educational Opportunities; Fellowships; Females; *Graduate Study; Higher Education; Leadership; Professional recognition; Social Bias; *Social Discrimination; Womens Studies
IDENTIFIERS- *African Americans; General Education Board; Julius Rosenwald Fund; United States (South)

This paper is part of a larger study of southern African American women who were awarded fellowship awards by the Julius Rosenwald Fund and the General Education Board (GEB) for the purpose of graduate study at northern universities prior to school desegregation. An examination of their professional histories suggests that the women faced a glass ceiling constructed by race, class, and gender both in the larger southern community and within the Historically Black Colleges and Universities (HBCUs) in which they worked. It also suggests, however, that advanced education and graduate degrees enabled them to informally construct their own authority within the strictures of the segregated South and the HBCUs during the first half of the 20th century, thus contributing significantly

ED 433 294   SO 031 172

Fortier, John D.; Grady, Susan M.; Prickette, Karen R.
Learning About Wisconsin: Activities, Historical Documents, and Resources Linked to Wisconsin's Model Academic Standards for Social Studies in Grades 4-12. Bulletin No. 99238.
PUB DATE- 99
NOTE- 154p.; For Wisconsin's Model Academic Standards for Social Studies, see SO 031 171. Accompanying posters not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Behavioral Sciences; Citizenship; Economics; Elementary Secondary Education; Geography; History; *Participative Decision Making; Political Science; *Social Studies; *State Standards
IDENTIFIERS- *Wisconsin

Wisconsin's Model Academic Standards for Social Studies provide direction for curriculum, instruction, assessment, and professional development. The standards identify eras and themes in Wisconsin history. Many of these standards can be taught using content related to the study of Wisconsin. The sample lessons included in this document identify related standards from Wisconsin's Model Academic Standards for Social Studies. Many of the historical documents in this book are from early periods of Wisconsin history when American Indians and later Europeans were the only ethnic groups. Wisconsin history and heritage is the recommended content of the fourth grade curriculum in social studies. This book provides several suggested activities and reprints some of the historical documents from the archives of the State Historical Society of Wisconsin. Chapter titles include: (1) "Prehistory and the Early History of Wisconsin's Native People"; (2) "Early Explorers, Traders, and Settlers to 1812"; (3) "Transition from Territory to Statehood, 1787-1848"; (4) "Immigration and Settlement"; (5) "Wisconsin's Role in the Civil War, 1860-1865"; (6) "Mining, Lumber, and Agriculture"; (7) "La Follette and the Progressive Era, 1874-1914"; (8) "The World Wars and Conflicts"; (9) "Prosperity, Depression, Industry, and Urbanization"; and (10) "Wisconsin's Response to 20th Century Change." Appendices include the definition of primary sources, area research map and information, tribal and intertribal offices in Wisconsin, and a full text of standards identified in the activities. (LB)

ED 433 295   SO 031 173

Mukai, Gary
U.S.-Japan Relations: The View from Both Sides of the Pacific. Part I, Episodes in the History of U.S.-Japan Relations: Case Studies of Conflict, Conflict Management & Resolution.
SPONS. AGENCY- Consulate of Japan, San Francisco, CA.
PUB DATE- 93
NOTE- 201p.; For Part II and III of the series, see SO 031 174-175. Contributing authors were Katherine Borden, Tarrant Mahony, and Miwako Ogawa. Funding for this project was provided by International Business Communications, Inc., on behalf of the International Business Communications Council, and the Stanford East Asia National Resource Center.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

were grouped under the following headings: professional characteristics, relationships with students, lesson preparation, lesson presentation, classroom management, and evaluation. Finally, they reached consensus on 68 indicators, soliciting feedback from various university bodies. Once the indicators are adopted, a matrix of where each indicator will be introduced, taught, and evaluated will be developed with all university teacher training classes. (SM)

ED 433 312 SP 038 715

Ehle, Maryann J.; Price, Elsa C.
Comparing Two Year and Four Year College Students' Learning Styles in General Education and Allied Health Education.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (78th, Chicago, IL, February 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Cognitive Style; *College Students; Colleges; *General Education; Higher Education; Nontraditional Students; Student Characteristics
IDENTIFIERS- West Virginia

This study investigated differences in two-year and four-year college students' learning styles in general education as compared to allied health education. It noted whether being a general education student or an allied health education student contributed to each student's learning style and whether being a traditional or nontraditional student in a two-year or four-year college would contribute to learning style. Participating students from two-year and four-year colleges in West Virginia and Alabama completed the Group Assessment of Logical Thinking (GALT), which identifies learning style as concrete, transitional, or formal. General education students in the two-year college tested in the expected range. A large percentage of them, regardless of whether they were traditional or nontraditional, were concrete learners. Two-year students in the allied health fields fit into the expected ranges, as 46.14 percent were concrete learners. Among the four-year general education students, 11.54 percent were concrete learners, 34.61 percent were transitional learners, and 53.85 percent were formal learners. These numbers did not fit the expected percentages of approximately 50 percent concrete learners. When comparing traditional and nontraditional students in two-year and four-year colleges, researchers noted that there were many more nontraditional students in the two-year college than the four-year college. (Contains 13 tables.) (SM)

ED 433 313 SP 038 716

Improving Girls' Education in Guatemala. Impact Evaluation.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Improvement; Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; Politics of Education; Program Development; Program Evaluation;

Zuckermann, Trudy; Azaria, Sharon
Students Help Students: A Report on a Cooperative Project Involving Teachers' College Students and Students of the Preparatory Program of Achva Academic College.
PUB DATE- 99
NOTE- 20p.; Paper presented at the International Conference on Teacher Education (3rd, Doar Beit Berl, Israel, June 27-July 1, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; Peer Teaching; Preservice Teacher Education; Reading Comprehension; *Second Language Learning; Student Teachers; *Tutoring
IDENTIFIERS- Israel

In 1997, the English Department of the School of Education at Israel's Achva Academic College opened its preservice teacher education program. In 1998, 15 students of the department responded to a call from the chairperson of the English department to tutor students who needed help to succeed in the English matriculation exams. This paper explains the need for such tutors and describes a pilot study that examined how first-year prospective teachers could, with very little instruction in teaching foreign languages, do the job. Results of a study of the project (mostly anecdotal) indicated that students appreciated the tutors and passed their exams. Tutors believed they gained valuable insights. A questionnaire administered to participants in the second year of the project indicated that tutors gained confidence from the experience, felt prepared for the classroom, and believed it was easier to teach one-on-one than within classrooms. Tutors believed that tutees advanced in their learning, despite problems during the sessions. Students in their second and third years of the project believed that insights gained from tutoring preparatory program students helped in their teaching of elementary and secondary reading. The school has decided to continue the program, focusing on fifth graders who are delayed readers in English as a Second Language. The paper reviews related literature and offers suggestions for further research. (Contains 22 references.) (SM)

ED 433 332 SP 038 749

Best Practices for Comprehensive Tobacco Control Programs, August 1999.
PUB DATE- 99
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Education; *Comprehensive School Health Education; Elementary Secondary Education; Financial Support; *Health Promotion; Program Evaluation; State Government; *State Programs; Taxes; *Tobacco
IDENTIFIERS- *Risk Reduction; *Smoking Cessation

This publication presents best practices to help states assess options for comprehensive tobacco control programs and to evaluate their local funding priorities. It draws on best practices determined by evidence-based analyses of excise tax-funded tobacco control programs in California and Massachusetts and by the Centers for Disease Control and Prevention's grades are discussed. (Contains 6 tables and 18 references.) (SLD)

ED 433 351   TM 030 020

Aaron, Bruce C.; Parshall, Cynthia G.; Kushner, Susan N.
Supporting and Assessing Higher-Order Learning on the World Wide Web: Implementation and Evaluation of a Classroom Discussion Support System.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion; *Educational Assessment; Educational Research; *Graduate Students; Graduate Study; Higher Education; Learning; Pilot Projects; *Student Attitudes; *World Wide Web
IDENTIFIERS- *Higher Order Learning

A pilot project demonstrated the remote use of an application designed with hypertext markup language (HTML) as an assessment and discussion support system for 28 students enrolled in a graduate educational research methods course at a midwestern state university. The web page was developed to support classroom learning and assessment by guiding students through a process designed to accomplish the following: (1) accommodate the construction of knowledge for targeted learning outcomes at higher-order cognitive levels by guiding each student through an evaluation of the responses of others; (2) assess individual and group performance on these learning objectives; and (3) measure change in student knowledge and opinion as a result of the process. Formative information from the students indicated that the interface was straightforward, that navigation was clear and uncomplicated, and that they felt engaged by the process. The effects of uncontrolled, multifaceted item stimuli derived from users' open-ended responses are considered, and the effects of the process on change in opinion and learning are examined. Three appendixes contain two sample on-line items and a sample of student opinions about the process. (Contains 2 figures, 10 tables, and 10 references.) (Author/SLD)

ED 433 352   TM 030 021

Aaron, Bruce C.; Kromrey, Jeffrey D.
Randomization Regression Tests for Single-Subject Data.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, February 23-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Effect Size; Monte Carlo Methods; Nonparametric Statistics; *Regression (Statistics)
IDENTIFIERS- *Randomization; *Single Subject Designs; Type I Errors; Type II Errors

In a Monte Carlo analysis of single-subject data, Type I and Type II error rates were compared for various statistical tests of the significance of treatment effects. Data for 5,000 subjects in each of 6 treatment effect size groups were computer simulated, and 2 types of treatment effects were simulated in and Enactive Awareness"; (5) "Symbolic and Representational Awareness"; (6) "Emotion, Bodily Awareness, and the Unity of Consciousness"; (7) "Awareness and Nonconscious Information Systems"; (8) "Working Memory: Private Speech and Other Performatory Vehicles of Thought"; (9) "Controlling Cognitive Activity: Goals and Goal Structures"; (10) "Causal Thinking and Problem Solving"; (11) "Belief and Reasoning"; (12) "Expertise, Skill, and Everyday Action"; (13) "Practice and Conscious Control of Cognitive Activity"; (14) "Implicit Cognition and Automaticity: A Perspective on the Cognitive Unconscious"; and (15) "Toward a Cognitive Psychology of Persons." (Contains 25 pages of references, and author and subject indexes.) (SLD)

ED 433 372 TM 030 069

Gupta, Kavita
A Practical Guide to Needs Assessment.
PUB DATE- 99
NOTE- 210p.; On Title Page: "ASTD" (American Society for Training and Development). Accompanied by a diskette containing toolkit forms that can be customized for individual use.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; *Evaluation Methods; *Human Resources; *Labor Force Development; *Needs Assessment; Program Evaluation; *Training

This handbook is designed for anyone seeking a methodical approach to needs assessment, but it is intended primarily for human resource development (HRD) professionals and for those who must validate HRD programs. It lays the foundations for needs assessment, discusses the "whats" and "whys," and then reviews the "how tos." These chapters review the basics of needs assessment: (1) "Overview of Needs Assessment"; (2) "Fundamentals of Data Gathering"; (3) "Strategic Needs Assessment"; (4) "Competency-Based Assessment"; (5) "Job and Task Analysis"; and (6) "Training Needs Assessment." The third part of the book contains the needs-assessment toolkit, including a glossary, additional resources, and information about the accompanying toolkit forms on diskette. Twenty-one toolkit forms also are reproduced in the book. (Contains 33 figures and 30 references.) (SLD)

ED 433 373 TM 030 072

Holcomb, Edie L.
Getting Excited about Data: How To Combine People, Passion, and Proof.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication (Thought Transfer); *Data Collection; *Educational Improvement; Educational Research; Elementary Secondary Education; Evaluation Methods; *Research Reports; School Districts; *School Statistics

This book outlines a process for showing how well a school or under these assumptions. Anecdotal evidence from recent years suggests that most educators would now say that they do not believe minority group students are genetically or culturally inferior, but research suggests that many teachers act as if they are. Teacher bias and test bias contribute to the overrepresentation of minority group students in special education. A contemporary approach to this problem recognizes that students' culture and language have great impact on their cognitive styles. A culturally sensitive approach must become part of the pre-referral, referral, assessment, and programming process if the problem of overrepresentation of minority students in special education is to be rectified. (Contains 28 references.) (SLD)

ED 433 394 UD 033 080

Thompson, Audrey
Art or Propaganda? Pedagogy and Politics in Illustrated African-American Children's Literature since the Harlem Renaissance.
PUB DATE- 99
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Black Literature; Black Stereotypes; *Blacks; Children; *Childrens Literature; *Cultural Awareness; Multicultural Education; Picture Books; *Politics; Racial Bias; *Racial Discrimination
IDENTIFIERS- *African Americans; Harlem Renaissance; *Locke (Alain Leroy)

This paper explores assumptions about children's political thinking as reflected in African American children's literature, with particular attention to picture books and illustrated magazine stories. Framed in terms of the "art or propaganda" distinction that the Harlem Renaissance philosopher Alain Locke used to clarify the role of art in social change, the paper discusses how African American children's literature since the Harlem Renaissance has taken up issues of race and racism. Many books have been intended to combat racism, but neither the artistic nor political merits of a book guarantee its success in an antiracist curriculum. One contribution that educational research can make is challenging the assumption by white teachers that a well-intentioned book will not be offensive to people of color. Research can help sensitize teachers to the issues they need to consider and it can provide a context for deciding the appropriateness of a particular book in the classroom. The example of the book "Nappy Hair" by Carolivia Herron shows that a book may be regarded very differently by different groups. (Contains 22 endnotes and 64 references.) (SLD)

ED 433 395 UD 033 081

Trone, Jennifer; Jorif, Darlene
Teaching Brain Power, Not Gun Power: Low-Intensity, Low-Cost Programs for Juvenile Weapons Offenders.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 97
NOTE- 24p.

DESCRIPTORS- *Bullying; *Classroom Environment; *Conflict Resolution; Educational Environment; Elementary Education; *Elementary School Students; Elementary School Teachers; *Peer Relationship; Teacher Student Relationship
IDENTIFIERS- Conflict Management

Bullying is a common experience among American elementary and middle school students. This book presents strategies and tips for teachers in grades kindergarten through 8 to help students learn to resolve conflicts appropriately and safely and help schools become "bully free" zones where students can learn with confidence and without fear. Following an introduction discussing the problem of bullying and listing the "top 10" facts about bullying, the book is organized into four sections. Section 1 presents activities for creating a positive classroom climate. Section 2 presents several activities and tips for helping current or potential victims of bullying, and section 3 identifies ways to help bullies turn their behavior around. Many of the activities include a variety of options or approaches to try. Each section of activities and tips contains numerous reproducible pages for student use. Activities are not designated for particular age groups and can be adapted as necessary to fit a particular classroom setting. Section 4 presents print, video, and other resources for adults and students. Also included in the book is a letter to parents and caregivers outlining the reasons for using the strategies. (KB)

ED 433 143 PS 027 869

Hohmann, Charles
Young Children & Computers.
PUB DATE- 90
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Cognitive Development; Computer Literacy; Computer Selection; Computer Software Selection; *Computer Uses in Education; *Computers; Early Childhood Education; *Educational Technology; Elementary School Curriculum; Emergent Literacy; Kindergarten Children; Language Acquisition; Learning Activities; Preschool Children; Preschool Curriculum; *Young Children
IDENTIFIERS- High Scope Demonstration Preschool Project

Based on the assumption that young children can benefit from a careful, developmentally appropriate introduction to computers, this guide for early childhood teachers and parents is designed to help children aged 3 to 6 years have enjoyable, educational, confidence-building experiences working with computers. Chapter 1 discusses recent developments in the computer industry that have allowed the development of computers suited to young children and presents the questions guiding a study of computers in the High/Scope demonstration preschool classroom. Chapter 2 contains advice about getting started with classroom computers, what equipment and materials to buy, and how to make them accessible to children. Chapter 3 outlines possible uses of the computer throughout a typical day in the preschool or kindergarten classroom. Chapters 4 and 5 describe specific computer programs promoting young children's language development and logical/mathematical thinking. Chapter 6 concludes with a discussion of other significant curriculum issues involved in young children's computer use, including

ED 433 161 RC 022 053

The Role of Collaboration in Integrating School Improvement and Rural Community Development. Literature Review.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Cooperation; Community Development; Elementary Secondary Education; Institutional Cooperation; Literature Reviews; Partnerships in Education; *Rural Development; Rural Education; *Rural Schools; School Community Programs; *School Community Relationship; Service Learning
IDENTIFIERS- Place Based Education; *Southwest Educational Development Laboratory

A significant theme in the literature on rural education is the extreme interdependence between rural schools and rural communities. Belief in this interdependence has led to a number of initiatives focused on strengthening both student learning and the local community's economic and social resources. Most of these initiatives involve some degree of formal or informal collaboration between schools and community residents. The Southwest Educational Development Laboratory (SEDL) has developed a process for supporting collaborative work between schools and communities, the Collaborative Action Team process, and is exploring ways in which this process can be applied to rural communities. This literature review informs SEDL's work with rural communities regarding collaborative processes and provides an overview for other educators interested in the topic. The review describes the links between rural locales and rural schools; major issues facing both rural communities and schools; strategies that have been tried to address these issues, with particular attention to integrated school improvement-community development approaches; and the role of collaboration in such integrated approaches, highlighting characteristics and concerns particular to rural settings that should be addressed by a collaborative process such as SEDL's. (Contains 69 references.) (TD)

ED 433 162 RC 022 054

Barfield, Melissa A.; Beaulieu, Lionel J.
The Changing Nature of Work in the South: The Polarization of Tomorrow's Workforce. Rural Development Issues Impacting the South.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Development; *Education Work Relationship; Emerging Occupations; *Employment Potential; *Employment Projections; Job Training; *Labor Force Development; *Labor Market; Postsecondary Education; Public Policy; *Rural Areas; Rural Education; Rural Urban Differences; Service Occupations; Vocational Education
IDENTIFIERS- *United States (South)

This report examines the changing industrial structure of work in the southern United States, with particular emphasis on

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Elementary Education; *Hands on Science; Higher Education; *Preservice Teachers; Reflective Teaching; *Science Instruction; Scientific Principles; Self Concept; *Teacher Attitudes; *Teacher Background; Teacher Characteristics; Teacher Student Relationship

This paper reports on a study that examined the effects of formative experiences on the attitudes of preservice elementary teachers towards science and science teaching. Students in the science sequence of an elementary teacher preparation program wrote autobiographical essays about their experiences in science. These essays (n=56) were analyzed for patterns relating to experiences in the elementary, middle school and high school years, as well as non-formal and collegiate experiences. The influence of other people and preservice elementary teachers' representations of science instruction were also examined. The analysis shows the importance of hands-on experiences and the importance of teachers' attitudes toward science across all grade levels in influencing positive attitudes towards science. The analysis also shows that negative attitudes towards science can be partially attributable to poor interactions with teachers and the content driven nature of school science. This study suggests that negative attitudes can be improved by providing relevant hands-on and reflective experiences in science in a teacher preparation program. (Contains 32 references.) (Author/WRM)

ED 433 179 SE 060 027

Bybee, Rodger W., Ed.; McInerney, Joseph D., Ed.
Redesigning the Science Curriculum: A Report on the Implications of Standards and Benchmarks for Science Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Educational Change; Educational Innovation; *Educational Policy; Educational Practices; Elementary Secondary Education; *National Standards; *Science Curriculum; *Science Education; Scientific Literacy
IDENTIFIERS- *Benchmarks for Science Literacy; *National Science Education Standards

This document presents the results of a project conducted by the Biological Sciences Curriculum Study (BSCS) on the implications of national science education standards documents for the science curriculum. This book features background papers and recommendations directed towards those responsible for curriculum reform, regardless of their roles in local school districts, state agencies, or national organizations. Sections cover the following topics: "Perspectives on Standards-Based Reform"; "Organizational Perspectives"; "Curriculum Perspectives"; and "Concerns and Recommendations." Appendices provide a list of participants in and the agenda for the "Rethinking the Science Curriculum" conference (Colorado Springs, CO, October 20-22, 1993). (Contains 54 references.) (Author/WRM)

ED 433 180 SE 060 479

Depletion Problem.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (New Orleans, LA, November 5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Air Pollution; Graduate Students; High School Students; Higher Education; Science Education; *Student Attitudes; Undergraduate Students

This paper examines the knowledge of high school biology students (n=107), undergraduate elementary education majors (n=42), and graduate students in an advanced elementary science methods course (n=22) about ozone depletion. The questionnaire used contained 30 items pertaining to ozone depletion which were divided into three subscales: (1) results of ozone depletion; (2) causes of ozone depletion; and (3) ways to alleviate ozone depletion. Results are analyzed according to the different groups studied: suburban high school students, urban high school students, undergraduate students, and graduate students. (CCM)

ED 433 207 SE 062 401

Bowen, Gervase Michael; Roth, Wolff-Michael
"Do-able" Questions, Covariation and Graphical Representation: Do We Adequately Prepare Preservice Science Teachers To Teach Inquiry?
PUB DATE- 99
NOTE- 102p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, April, 1999). Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Graphs; High Schools; Higher Education; Inquiry; *Knowledge Base for Teaching; Mathematical Concepts; Mathematics Skills; *Preservice Teachers; Science Education; *Science Process Skills; *Science Teachers; Scientific Concepts; Scientific Methodology; *Scientific Principles; Scientists; Secondary School Science; Teacher Education

The interpretation of data and construction and interpretation of graphs are central practices in science which, according to recent reform documents, science and mathematics teachers are expected to foster in their classrooms. However, are (preservice) science teachers prepared to teach inquiry with the purpose of transforming and analyzing data, and interpreting graphical representations? That is, are preservice science teachers prepared to teach data analysis and graph interpretation practices which scientists use by default in their everyday work? The present study was designed to answer these and related questions. The responses of preservice elementary and secondary science teachers, practicing science teachers, and scientists to data and graph interpretation tasks were investigated. This study finds that despite considerable preparation, and for many, despite B.Sc. degrees, preservice and practicing teachers do not enact the ("authentic") practices that scientists routinely do when asked to interpret data or graphs. Detailed analyses of written or videotaped answers on the tasks are provided. This report concludes that traditional schooling emphasizes particular beliefs in the

ED 433 233 SE 062 754

Gu, Wenyuan
The Differences of Mathematics Achievement between American Children and Chinese Children.
PUB DATE- 97
NOTE- 65p.; Master of Science Graduate Paper, Winona State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Comparative Education; Computation; *Cross Cultural Studies; Foreign Countries; Grade 5; Homework; Intermediate Grades; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction
IDENTIFIERS- China; United States

This study compared intact beginning fifth grade classes in one of the districts in Shanghai, People's Republic of China to American Norms on the KeyMath-Revised: A Diagnostic Inventory of Essential Mathematics (KeyMath-R) and the Wide Range Achievement Test (WRAT-3). The review of literature contrasted the two cultures with regard to students, teachers, schools, parents, families, and esteem for mathematics, revealing that American students did not study as hard as Chinese students, American teachers and schools did not show as much responsibility for students as their Chinese counterparts, and American parents did not spend as much time on their children as Chinese parents. American arithmetic norms on the two mathematics measures were used to examine the differences in mathematics calculation performance between samples of the two cultures. Statistically significant differences between the groups were found on both the KeyMath-R (p.001) and the WRAT-3 (p.01). Chinese students scored markedly higher in mathematics calculation skills. Comparison of Chinese children's scores revealed achievement on the KeyMath-R at the 93rd U.S. percentile compared to the U.S. 50th percentile, more than one standard deviation higher than American students. In the WRAT, Chinese standard scores were advanced by 1-2 grades and by 1-2 years of age equivalence. No differences were shown between Chinese boys and girls in the tests. (Author/CCM)

ED 433 234 SE 062 758

Swank, Anne Laney Greenwood
The Effect of Weekly Math Homework on Fourth Grade Student Math Performance.
PUB DATE- 99
NOTE- 44p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; *Homework; Intermediate Grades; *Mathematics Achievement; Mathematics Instruction; Teaching Methods

The purpose of this study was to provide teachers and principals with concrete evidence to demonstrate that weekly math homework increases academic performance in math. This study focused mainly on homework's effects on quiz scores. It compared quiz scores of students who did homework with those who did not. The subjects of this study included 21 9- and 10-year-old fourth graders. The researcher used an independent sample t-test to evaluate the weekly quiz scores of students who completed

Education; Science Activities; *Solar System; *Space Exploration; *Space Sciences; Spectroscopy; *Stars; Teaching Guides; Videotape Recordings

This videotape recording shows students the many ways scientists look at the stars and how they can use what they see to answer questions such as What are stars made of?, How far away are they?, and How old are the stars? Students learn about the life span of stars and the various stages they pass through from protostar to main sequence star to red giant and eventually to white and black dwarfs. A hands-on activity shows students how to build their own spectroscope, which is used to analyze starlight. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

ED 433 258 SE 062 838

Space Science in Action: Sun Videotape .
PUB DATE- 99
NOTE- 0p.; For other tapes in series, see SE 062 831-839.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Earth Science; Elementary Secondary Education; Science Activities; *Solar System; *Space Exploration; *Space Sciences; *Stars; Teaching Guides; Videotape Recordings
IDENTIFIERS- *Sun

This videotape recording shows students what the sun is all about--how big it is, what it is made of, how old it is, and how long it is believed it will continue to burn. Students examine the individual layers of the sun and learn about solar activities, including sunspots, solar flares, and prominences. A hands-on activity guides students in making a pinhole viewer to measure the distance to the sun. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, pre-viewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

ED 433 259 SE 062 839

Space Science in Action: Universe Videotape .
PUB DATE- 99
NOTE- 0p.; For other videotapes in series, see SE 062 831-838.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Astronomy; Earth Science; Elementary Secondary Education; Science Activities; *Solar System; *Space Exploration; *Space Sciences; *Stars; Teaching Guides; Videotape Recordings
IDENTIFIERS- *Universe

This videotape recording ponders the wonders of the stars, the solar system, galaxies, and black holes. Students explore questions about the universe including How was it formed?, How big is it?, and How can we explore the far reaches of the universe? Students also learn about light years and the electromagnetic spectrum, and take a close look at a gamma ray to academic and institutional leadership. This paper concentrates on the stories of four individuals: Florence Beatty Brown, Carrie Coleman Robinson, Flemmie Pansy Kittrell, and Lillian Burwell Lewis. Contains 31 notes. (Author/MM)

ED 433 278 SO 031 027

Pallotta-Chiarolli, Maria
"Coming Out/Going Home": Australian Girls and Young Women Interrogating Racism and Heterosexism.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Cover title varies from title page.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Ethnicity; *Females; *Feminist Criticism; Foreign Countries; Lesbianism; *School Culture; *Sexual Identity; Sexuality; Social Science Research; Youth Problems
IDENTIFIERS- Australia; *Gender Issues; Theoretical Orientation

The call for submissions from girls for a book, "Girls Talk," (Finch Publishing, Sydney, 1998) was based on the premise that girls have much to teach about the realities of negotiating ethnicity, gender, and sexuality. Using the published written and visual contributions, and drawing from postcolonial, "mestizaje," and feminist theories, this paper explores the processes of "coming out" and "going home" in the lives of young women and the location of their schools and teachers in the processes of acknowledging, negotiating, and reclaiming their cultural backgrounds and diverse sexualities. The paper illustrates public and private strategies girls and young women are adopting and devising to resist ethnocentric, racist, and heterosexist educational structures and pedagogies. It also recommends pedagogical strategies that can assist all students in the recognition and engagement with difference and with multi-placed persons in schools who are constantly undertaking "coming out/going home" journeys. Contains 18 references. (Author/BT)

ED 433 279 SO 031 028

Shinew, Dawn M.
Standing on the Precipice: Alternative Forms of Collaborative Inquiry and Data Representation.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; Democracy; Educational Research; Feminism; Higher Education; *Research Methodology; *Social Studies
IDENTIFIERS- *Collaborative Inquiry; Eclecticism

This paper describes a study in which a group of women addresses challenges from feminist and postmodern theories regarding the concept of citizenship in social studies education. The purpose

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Asian Studies; Case Studies; Conflict Resolution; Foreign Countries; *Foreign Policy; Global Education; *International Relations; *Japanese Culture; Multicultural Education; Non Western Civilization; Secondary Education; Social Studies; United States History; World Affairs; World War II
IDENTIFIERS- Conflict Management; *Japan; Japan (Hiroshima); Pearl Harbor; *United States

This curriculum unit is the first part of a three-part series; it focuses on the theme of conflict. It introduces students to conflict on personal, group, international, and global levels and to basic conflict resolution/management alternatives. Students learn about six categories of conflict through the analysis of episodes in the history of U.S.-Japan relations. The overall purpose of part 1 is to develop students' analytical and critical skills regarding conflict, which is a pervasive part of both students' personal lives and U.S.-Japan relations. Provided is a rationale and introduction to the lessons, along with unit goals, materials, time required, suggested sequence of activities, small group roles, grade levels, subjects, and equipment needed. Lessons included in the unit are: (1) "Early Interactions"; (2) "Japanese Immigration to the United States"; (3) "Pearl Harbor"; (4) "Hiroshima"; (5) "The Occupation"; and (6) "The 50th Anniversary of Pearl Harbor." Each lesson includes handouts and primary source documents. (LB)

ED 433 296 SO 031 174

Mukai, Gary; Fiore, Rozanna; Leicester, Elizabeth; Mori, Brent
U.S.-Japan Relations: The View from Both Sides of the Pacific. Part II, The Media in U.S.-Japan Relations: A Look at Stereotypes.
SPONS. AGENCY- Consulate of Japan, San Francisco, CA.
PUB DATE- 94
NOTE- 159p.; For part I and III of the series, see SO 031 173-175. Funding for this project was also provided by International Business Communications, Inc., on behalf of the International Business Communications Council, and the Stanford East Asia National Resource Center.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Asian Studies; *Bias; Cultural Images; Foreign Countries; Global Education; *Mass Media Role; Non Western Civilization; Secondary Education; Social Studies; *Stereotypes
IDENTIFIERS- *Japan; United States

This curriculum unit is the second part of a three-part series. This unit focuses on helping students to distinguish fact from opinion, identify point of view and objectivity, understand bias, and recognize multiple perspectives in the media. Using historical and contemporary images and themes seen in U.S. and Japanese media, students become aware of how the media sometimes creates and perpetuates stereotypes and shapes opinion in its dissemination of information. A goal of this unit is to stimulate students to question their sources of information regularly so that they may form and articulate their own opinions. Provided is a rationale and introduction to the lessons, along with unit goals, materials, time required, suggested sequence of activities, small group roles, grade

Rural Schools; *Sex Discrimination; *Womens Education
IDENTIFIERS- Agency for International Development; *Guatemala

In Guatemala, many girls attend no school. A project by the United States Agency for International Development (USAID), Basic Education Strengthening (BEST), demonstrated that improving educational quality is the best approach to enhancing girls' participation. BEST included a Girls Education Program (GEP) activity. Under the BEST/GEP umbrella, several new strategies were tried, most notably mobilizing the private sector to action for girls' education and testing targeted interventions to improve the education of indigenous rural girls. Section 1, "Introduction," describes the problem. Section 2, "Background," discusses the war and the peace accords and examines the problem. Section 3, "USAID and Girls' Education in Guatemala," describes project implementation. Section 4, "CDIE Study Methods," describes the impact evaluation conducted by USAID's Center for Development Information and Evaluation (CDIE). Section 5, "BEST/GEP Successes and Shortcomings," describes program results. Section 6, "Findings: BEST/GEP Program Components," examines program components: the Franja Curricular (systemwide interventions to integrate gender issues); Eduque a la Nina (GEP's major component); bilingual education; Nueva Escuela Unitaria (improving learning via flexible individual and group study and active participation); technical assistance; and cost effectiveness. Section 7, "Findings: BEST/GEP Policy Initiatives and Outcomes," examines policy dialog and project conditionality, policy reform, private sector participation, donor coordination, sustainability, missing actors, and benefits to boys. Section 8, "Conclusions," discusses synergies unrealized and USAID's comparative advantage. Section 9, "Lessons Learned," discusses points that underscore GEP's two principal lessons regarding the need for broader and deeper participation and for concentrating on systemwide sustainable impacts. (SM)

ED 433 314   SP 038 718

McCoy, Leah P., Ed.
Studies in Teaching. 1998 Research Digest. Research Projects Presented at Annual Research Forum (Winston-Salem, NC, December 1998).
PUB DATE- 98
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Ability Grouping; Adolescent Literature; Biology; Cheating; Chemistry; Classroom Environment; Classroom Techniques; Computer Assisted Instruction; Cooperative Learning; Cultural Awareness; Discipline; Elementary Secondary Education; English Instruction; Group Discussion; Internet; Mass Media; Mathematics Education; Philosophy; Questioning Techniques; Science Education; Second Language Instruction; Sex Bias; Sex Differences; *Social Studies; Student Attitudes; Student Participation; Teacher Role; *Teacher Student Relationship; Teachers; *Teaching Methods; Track System (Education); Underachieveme Active Teaching; Conversation; Formal Language
IDENTIFIERS- Active Teaching; Conversation; Formal Language

This collection of papers includes: "Teaching Approaches in Social Studies" (Lisa M. Andries); "Teacher Assigned and Student Generated Writing Topics" (Robert L. Barr, Jr.); "Environmental Knowledge and Concern among High School involvement in providing technical assistance in the planning of comprehensive tobacco control programs in other states with excise tax-funded programs (Oregon and Maine) and in the four states that individually settled lawsuits with tobacco companies (Florida, Minnesota, Mississippi, and Texas). Section A, "Components of Comprehensive Tobacco Control Programs," focuses on (1) "Community Programs to Reduce Tobacco Use," (2) "Chronic Disease Programs to Reduce the Burden of Tobacco-Related Diseases," (3) "School Programs," (4) "Enforcement," (5) "Statewide Programs," (6) "Counter-Marketing, " (7) "Cessation Programs," (8) "Surveillance and Evaluation," and (9) "Administration and Management." Section B presents "Funding Model for All 50 States." Section C offers "Recommended Program Element Budgets, by State." An appendix presents information on the efficacy of comprehensive tobacco control programs in California and Massachusetts. (SM)

ED 433 333   SP 038 750

Stevens, Perry; Alexander, Vickie L.; Allison, Harmony; Coole, David F.; Fishman, Julie A.; Knox, Steven R.; Malarcher, Ann M.; Schooley, Michael W.; Shelton, Dana M.; Woollery, Trevor A.
State Tobacco Control Highlights--1999.
PUB DATE- 99
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Adolescents; Child Health; Children; Elementary Secondary Education; *Federal Legislation; Health Care Costs; *Health Promotion; Public Policy; State Government; *State Legislation; Tables (Data); *Tobacco
IDENTIFIERS- *Environmental Tobacco Smoke; Passive Smoking

This document provides a compilation of tobacco information for all 50 states and the District of Columbia, covering topics such as the prevalence of tobacco use, the health impact and costs associated with tobacco use, tobacco control laws, and tobacco agriculture and manufacturing. Recommended practices for school-based programs are included. The document begins by presenting state data sources and definitions, focusing on future deaths and youth environmental tobacco smoke (ETS) exposure; adult tobacco use; health impact and costs; youth tobacco use; tobacco control legislation; and tobacco economy. The next section offers United States data sources and definitions, looking at future deaths and youth ETS exposure; adult tobacco use; health impact and costs; youth tobacco use; tobacco control legislation; and tobacco economy. The bulk of the document offers state highlights. The remainder of the document presents tobacco use prevention and control summary maps and tables. (Contains 13 references.) (SM)

ED 433 334   SP 038 752

DiGiulio, Robert
Positive Classroom Management. A Step-by-Step Guide to Successfully Running the Show Without Destroying Student Dignity. 2nd Edition.
PUB DATE- 00
NOTE- 134p.; For first edition, see ED 388 625.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

the dependent variable during intervention phases, resulting in mean change in level or mean change in slope. Significance test statistics were based on explained variance indicated by squared multiple correlations using multiple regression models that were closely specified to the treatment effect (termed "specific" tests) or that modeled effects beyond those in the data (termed "general" tests). These tests were applied as both parametric and nonparametric (randomization) tests of treatment effects. Results indicate that parametric tests exhibit Type I error control and superior power for independent data, but fail to control Type I error rates for dependent data with autocorrelated observations. In contrast, randomization tests exhibit Type I error control even with serially correlated data, but provide inadequate power for detecting treatment effects and become increasingly conservative with increasing autocorrelation. Implications for analysis of single-subject data series are discussed. (Contains 4 figures, 5 tables, and 38 references.) (Author/SLD)

ED 433 353 TM 030 022

Aaron, Bruce; Kromrey, Jeffrey D.; Ferron, John
Equating "r"-based and "d"-based Effect Size Indices: Problems with a Commonly Recommended Formula.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (43rd, Orlando, FL, November 2-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Effect Size; *Estimation (Mathematics); *Meta Analysis; Sample Size

Two general categories comprise the various effect size indices that have been proposed for use in meta-analysis: (1) the "d"-type estimator (based on magnitude of mean difference); and (2) the "r"-type estimator (based on magnitude of correlation). In meta-analyses, researchers often must convert these effect size indices to a common metric to aggregate and synthesize results from various studies empirically. A commonly recommended formula for equating mean-difference effect sizes and correlational effect sizes was found to lead to inaccurate results, particularly with small sample sizes. A correct formula for converting "d"-based and "r"-based effect size indices is presented. Results of applying the common and corrected formulas are illustrated for a variety of data conditions at various sample sizes and effect sizes, suggesting that bias as large as 20 percent results from the common formula, something that can be avoided by applying the alternative equation. (Author/SLD)

ED 433 354 TM 030 023

Koehler, Holly
Academics 2000 First Things First. FEEDBACK. Publication Number 98.03.
PUB DATE- 99
NOTE- 17p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
ESCRIPTORS- *Academic Achievement; *Educational Improvement; Elementary Education; *Elementary School Students; Grants;

district meets its goal of sustained student learning. The first section provides a knowledge base for collecting and reporting educational data. The next section reflects the components of educational change and answers "how to" questions about data gathering, analysis, and reporting at the school level. The last four chapters show how it all fits together at the district level. These chapters describe the approach: (1) "Using Data To Align School Improvement"; (2) "Why Bother To Get Engaged with Data?"; (3) "The Status of Data Use (or Nonuse)"; (4) "Arousing the Passion"; (5) "So What's Significant?"; (6) "It Matters How It Looks"; (7) "Figuring Out What It Means"; (8) "People, Passion, and Proof in Goal Setting"; (9) "Digging Deeper"; (10) "Planning Your Work and Working Your Plan"; (11) "A Design for Data Day"; (12) "Communicating about Data"; (13) "Using Student Performance Data To Integrate District Curriculum Work with the School Improvement Process"; and (14) "Staying Off the Bandwagons." (Contains 33 figures.) (SLD)

ED 433 374 TM 030 073

Benson, Barbara; Barnett, Susan
Student-Led Conferencing Using Showcase Portfolios.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Conferences; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Portfolio Assessment; Student Evaluation
IDENTIFIERS- *Student Led Activities

This book explains to teachers and administrators the processes for creating student showcase portfolios to be used in student-led conferences. The portfolio is an assessment document of student performance, while the student-led conference truly demonstrates student learning. Creating portfolios without the purpose of sharing them with an authentic audience is too much work with too little reward for students and teachers. These strategies are discussed in the following chapters: (1) "Informing Everyone"; (2) "Building Student Portfolios"; (3) "Planing and Preparing Student-Led Conferences"; (4) "Conducting Conferencing"; (5) "Reflecting and Celebrating"; and (6) "Improving Student Learning: The Evidence." One resource section contains sample forms, and the other discusses additional types of portfolios. (Contains 32 references.) (SLD)

ED 433 375 TM 030 074

Mabry, Linda
Portfolios Plus: A Critical Guide to Alternative Assessment.
PUB DATE- 99
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Equal Education; *Evaluation Methods; Models; *Portfolio Assessment; Program

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delinquency; Elementary Secondary Education; Intervention; Juvenile Justice; *Prevention; *Program Development; Program Implementation; School Safety; Self Esteem; Student Responsibility; Urban Youth; Violence; *Weapons

This booklet examines and evaluates several programs to educate juveniles about the dangers involved in carrying weapons and to provide nonviolent routes to developing self-esteem and personal responsibility. The booklet is based on the experience of the Vera Institute and its partners in planning and testing a weapons education program in Brooklyn (New York) in 1996-97. It draws lessons from three programs in Detroit (Michigan), Indianapolis (Indiana), and the District of Columbia. Among the subjects discussed are: (1) defining the target population; (2) deciding when to intervene; (3) facing resistance; (4) making the program voluntary or mandatory; (5) developing program content and facilities; and (6) determining what to expect from a low-intensity, low-cost intervention. (SLD)

ED 433 396 UD 033 083

Carter, Candice C.
Conflict Mediation at School: Peace through Avoidance?
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; *Middle School Students; Middle Schools; Peer Relationship; *Prevention; *Problem Solving; Program Effectiveness; Program Evaluation; School Safety; Violence
IDENTIFIERS- *Peer Mediation

This study examined the outcomes of student conflict mediation at two urban middle schools in California. Data collection involved observations, interviews, and instrumentation with the Mediation Rating Profile (C. Carter, 1998), and a writing prompt. Several mediation agreements contained avoidance resolutions, such as "stay away from each other." Communication gaps existed in the typical conflict mediation intervention that allowed for reproductive resolutions; transformative resolutions were limited to the avoidance of violence. The conflict mediation intervention needs to help students attain a productive resolution, one that is just for all students and will improve their relations, especially when students' conflicts have the potential for recurrence and violence. (Contains 59 references.) (Author/SLD)

ED 433 397 UD 033 084

Brunious, Loretta J.
How Black Disadvantaged Adolescents Socially Construct Reality: Listen, Do You Hear What I Hear? Children of Poverty Series.
PUB DATE- 98
NOTE- 224p.; Foreword by Stephen I. Miller.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescent Attitudes; *Adolescents; *Blacks; Case

computer-generated artwork, creativity, and computer literacy. The guide's appendix provides a list of software and equipment producers and a glossary of computer-related terms. (KB)

ED 433 144 PS 027 870

Scanlon, William J.
Medicaid: Questionable Practices Boost Federal Payments for School-Based Services. Statement of William J. Scanlon, Director Health Financing and Public Health Issues, Health, Education, and Human Services Division. Testimony before the Committee on Finance, U.S. Senate.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Financial Problems; Financial Support; Government School Relationship; Hearings; Noninstructional Student Costs; *School District Spending; *School Health Services; State Federal Aid
IDENTIFIERS- *Medicaid; *School Based Health Clinics; Senate

This Senate testimony regarding potential improprieties in Medicaid claims for school-based health services focuses on: (1) trends in Medicaid's spending for administrative costs; (2) the distribution of Medicaid payments for administrative claims to schools and other entities; and (3) the adequacy of federal oversight in approving school districts' claims for reimbursement. The testimony asserts that over the past 4 years, school districts' claims for administrative costs associated with school-based health services have increased five-fold, and that federal oversight of claims has been weak, permitting an environment for opportunism and inappropriate claims. Sections of the testimony include: (1) "Background" (Medicaid's reimbursement of school-based administrative services, previous financing mechanisms used by states and later prohibited in law); (2) "Medicaid Claims for Administrative Expenditures Have Increased Dramatically in Some States"; (3) "In Some States, Medicaid Funds to Reimburse Schools Go to State Treasuries and Private Firms"; (4) "Insufficient HCFA Guidance, Uneven Oversight Have Led to Questionable Practices for Claiming Reimbursement" (Broad HCFA guidance leaves payment determination largely to regional discretion; HCFA oversight fails to discourage suspect billing practices); and (5) "Concluding Observations." (EV)

industry and occupational projections for this region and the educational requirements for tomorrow's jobs. Also examined are expected annual earnings, projected unemployment rates, and part-time employment trends associated with emerging jobs in the South. A switch from industrial production to service employment has been occurring. The largest numbers of new jobs are among those occupations requiring no postsecondary degree, but a significant portion of the fastest growing jobs are demanding postsecondary training or degrees. This polarization will exacerbate the gap between the educated and undereducated. A section on the state of education in the rural South shows that while the number of Southerners graduating from high school and attending college is growing, the region as a whole still lags behind the rest of the nation in terms of educational attainment and academic performance. It is critical that policy makers devote balanced attention to education/training and the expansion of better paying job opportunities in the rural South. Educational improvement efforts must include the non-college bound, African Americans, and Hispanics. Factors associated with community economic growth that rely on improvements in education include high public education expenditures, greater high school completion rates, higher concentrations of employment in service industries and higher adult literacy rates. (Contains 42 references.) (TD)

Volunteer Guide for Engineers in Support of Educators.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Engineers; *Mathematics Education; National Standards; Partnerships in Education; School Business Relationship; School Community Relationship; *Science Education; Scientific Personnel; *Technology Education; *Volunteers
IDENTIFIERS- *American Association of Engineering Societies

The purpose of this guide is to offer suggestions for establishing different types of partnerships in math, science, and technology education and to suggest resources to make them successful. The first section describes materials to enhance learning that meet national science and mathematics education standards. The second section describes different types of K-12 partnerships in which engineers can add valuable insight. Types of partnerships, strategies for successful partnerships with educators, and examples of successful programs are also included. Contact information is provided throughout the guide. (WRM)

ED 433 161 SE 060 859

Newton's Apple: 15th Season. Free Educational Materials.
SPONS. AGENCY- 3M, St. Paul, MN.
PUB DATE- 97
NOTE- 73p.; Contains large color poster.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; Animals; *Biological Sciences; Chemistry; Earth Science; Elementary Secondary Education; Hands on Science; Instructional Materials; Physical Sciences; Robotics; *Science Activities; *Science and Society; *Science Education; Scientific Concepts; *Space Sciences; *Technology
IDENTIFIERS- *Newtons Apple

This guide helps teachers use the 15th season of the television program "Newton's Apple" in the classroom and lists show segments on asthma, car engines, glacier climbing, glass blowing, glaucoma, gliders, gold mine, greenhouse effect, kids on Mars, lightning, "Lost World" dinosaurs, mammoth dig, NASA robots, Novocain (TM), pack behavior, pet food, phases of the moon, proteins, robots, scuba diving, smiles, sunken slave ship, white-water rafting, wilderness training, wind blow, and zoo vet. Each topic features one main activity and several mini-activities related to the scientific concept it covers. Background information and additional resources are also listed. (WRM) mathematical nature of the universe that make it difficult for many individuals to deal with data possessing the random variation found in measurements of natural phenomena. (Contains 10 figures, 7 tables, and 49 references.) (Author/CCM)

ED 433 208 SE 062 409

Bernard, Robin
Rain Forest: The Latest Information and Hands-on Activities To Explore Animals, Plants, and Geography. Grades 2-5.
PUB DATE- 96
NOTE- 85p.; Includes giant color poster.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Ecology; Elementary Education; Environmental Education; *Habitats; *Hands on Science; Integrated Activities; *Rainforests

This book contains information and activities to help make the study of rainforests an exciting exploration for teachers and students. Students explore the animals, plants, and geography of the rainforest by completing hands-on activities from various disciplines. This book contains five units: (1) "Living Layers"; (2) "Animals, Animals, Animals"; (3) "People and Products"; (4) Disappearing Act"; and (5) "Merry Moka." These units follow a sequence that begins with background/planning information and ends with a series of interdisciplinary activities ranging from science and math to art and language arts. (CCM) weekly math homework assignments and those who did not. Results showed no significant difference in academic success between students who complete weekly math homework and students who do not complete weekly math homework. (Contains 14 references.) (CCM)

ED 433 235   SE 062 762

Ikegulu, T. Nelson
An Empirical Development of an Instrument To Assess Mathematics Anxiety and Apprehension.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; Elementary Secondary Education; *Mathematics Anxiety; *Psychometrics; *Surveys

The development and psychometric properties of the Mathematics Anxiety-Apprehension Survey (MAAS), a measure of instructional and/or classroom mathematics phobia are discussed. This instrument was designed to assess levels of mathematics anxiety and apprehension in students with varying levels of education and socio-demographic factors. The highly apprehensive students are those for whom their anxiety about mathematics overshadows their gains from engaging in mathematics and/or mathematics-related activities. Discussions with a number of high school mathematics teachers and fellow college professors revealed that students with mathematics anxiety and apprehension do exist--the problem was in determining who they are through an efficient means that would be accessible to administrators, counselors, and educators, and at the same time be reliable and valid in assessing the trait. The development of such an instrument was the objective of this study. Statistical findings support the instrument's reliability and construct and factorial validity. (Contains 42 references.) (Author/CCM) telescope. A hands-on activity demonstrates why it seems dark in space even though there are billions of stars. Contents include a teacher's guide designed to help science teachers in grades 5-8 by providing a brief synopsis of the program, previewing and follow-up questions, activities, vocabulary, and additional resources. (CCM)

was to generate a public discourse on what it means to educate for democratic citizenship. The eclectic research methodology that resulted also laid the foundation for an alternative form of data representation. The study had both a substantive and methodological component. The paper describes the research process, proposes the criteria for evaluating the quality of alternative forms of data representation, and discusses the implications of this process for educational research. An appendix provides a brief excerpt of the story created from the data. Includes 5 notes and 75 references. (BT)

levels, subjects, equipment needed, icons, and references. Lessons included in the unit are: (1) "Images of the United States in Japan"; (2) "Stereotypes of Blacks in Japan"; (3) "Images of Japan in the United States"; (4) "Japan in Hollywood"; and (5) "Analyzing the Media." Handouts and primary source documents have been provided with each lesson to present students with a range of perspectives on the topic being studied. (LB)

Students" (Kristin Redington Bennett); "The Use of Primary Sources in the Social Studies Classroom" (Leslie Ann Bilcheck); "Academic Integrity: Cheating and High School" (Kris Britton); "Authoritative Space: The Use of Teacher Proximity in Classroom Management" (James J. Cardo, III); "Using Media in the Secondary English Classroom: A Survey of Teachers" (Donna M. Chandler); "Involvement, Engagement, and the Dynamics of Underachievement in the High School English Classroom" (Rachel C. Childs); "Examination of Classroom Learning Environments in Tracked Biology Classes" (Erin A. Clesen); "To Whom It May Concern: Specific Audience in Student Writing" (Bart Ganzert); "Using Computer Aids to Develop Three Dimensional Visualization Skills in High School Chemistry Students" (Jeffrey S. George); "Creating Authentic Conversation in Literature Discussion: The Role of Teacher Feedback" (Mary K. Graciano); "The English Idiom: Figurative Language in the High School English Classroom" (Jeffrey Hartz); "Cooperative Learning: The Effect of Gender and Ability Grouping" (Tina Lane Heafner); "The Effects of Teacher Facial Expression and Eye Contact on Student Classroom Attitude and Participation" (Katherine M. Humphrey); "Social Studies Teachers and the Internet: Are the Teachers Using It and If So, How?" (Jeremy Kopkas); "Integrating Culture and Language in the Elementary School Foreign Language Program" (Claire W. Maddrey); "Create Active Students through Active Teaching" (Mark Makovec); "The Effects of Teacher Questioning Patterns on Classroom Discourse" (William E. Owen, Jr.); "A Feminist Pedagogy in the Mathematics Classroom" (Beth Payne); "Teacher Politeness in the Secondary English Classroom" (Jamie T. Ravenscraft); "Effective Questioning Techniques: In Theory and Practice" (Sari Rose); "The Importance of Young Adult Literature in the Secondary English Classroom" (Rhonda Faircloth Saweliew); "The Gender Bias in Science: The Missing Links" (Jeff Streeter); "The Use of Formal and Informal Language in the Science Classroom" (Jodi Wheeler); "Improving Foreign Language Instruction at the High School Level Using Early Language Techniques" (Leslie White); "Discipline Style and Teacher Personality" (Jill Wolf); and "Do Current Philosophies in Social Studies Pedagogy Have a Life in the Classroom?" (Lisa L. Yamaoka). (SM)

(052)

DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Positive Reinforcement; *Prosocial Behavior; Reflective Teaching; *Student Behavior; Students; Teacher Expectations of Students; Teacher Student Relationship; Teachers

This book provides K-12 teachers with concrete, step-by-step guidance on how to improve student behavior through positive classroom management. It explains how to take control of the classroom, offering an alternative to threats, rewards, and punishments. The book is divided into an introduction and three sections with seven chapters. The introduction examines why effective classroom management is absolutely necessary and describes the benefits of a positive, prosocial approach. Section 1, "Positive Classroom Management," includes (1) "Toward a Prosocial Classroom: Moving Beyond Rules as Reactions" and (2) "Teaching Basic Understandings: Limits and Courtesies." Section 2, "Three Key Dimensions of Positive Classroom Management," includes (3) "Setting Up a Safe and Productive Learning Environment: The Physical Dimension," (4) "Teaching So Students Stay Focused and Learn: The Instructional Dimension," and (5) "Managing a Smooth-Running Classroom: The Managerial Dimension." Section 3, "Blueprints for Success," includes (6) "Preparing Your Classroom" and (7) "Reflective Practice for Better Teaching." A resource presents a prosocial classroom management matrix. Suggested readings are included. (Contains 44 references.) (SM)

Parent Participation; Program Descriptions; *Program Effectiveness; Program Evaluation; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; Goals 2000

Academics 2000 First Things First is the Texas initiative under the Goals 2000 Act. The purpose of Academics 2000 is to raise the academic achievement of all Texas students by ensuring that each child achieves grade level mastery of the foundation subjects by the end of the fourth grade. In 1996-97, three Academics 2000 grants were received by single campuses, and three were received by pairs of campuses. One grant was received by three campuses together, and one was received by a program for students with dyslexia, involving five campuses. Copies of the 1997-98 evaluation reports submitted to the Texas Education Agency by these schools are summarized on a school-by-school basis. Academics 2000 funding is provided for planning and implementation of initiatives to improve reading, including professional development, and for preservice education to provide early childhood and elementary educators with skills and knowledge to foster reading achievement. Every Academic 2000 program also has a parent participation component. Programs implemented under Academics 2000 at each of the participating schools are described, and the performance indicators used to evaluate each program are described and evaluated. These indicators include scores on the Texas Assessment of Academic Skills. (SLD)

Descriptions; Scoring; *Student Evaluation
IDENTIFIERS- *Alternative Assessment

This book explains some basic assumptions that underlie different assessment systems, some connections between education and assessment, and some assessment options that have gone unrecognized. The discussion serves as a guide to designing a custom assessment program individualized to fit the students, school, and community. Part 2 contains examples of alternative assessments in practice, and part 3 contains a portfolio planner. The following chapters are included in parts 1 and 2: (1) "Trends and Contexts"; (2) "Paradigms"; (3) "Purposes"; (4) "Scoring"; (5) "Equity"; (6) "Emily Dickinson's Literacy Portfolios"; (7) "LEAP's Curriculum-Based Assessment of Integrated Curriculum Units"; (8) "Walden III's Rite of Passage Experience (R.O.P.E.); (9) "Eagle's Wing Projects"; and (10) "Pan Terra's Learning Contracts." (Contains 12 pages of references.) (SLD)

ED 433 376 TM 030 170

Aneckstein, Laura Riley
Evaluation of the NCES State Library Agencies Survey: An Examination of Duplication and Definitions in the Fiscal Section of the State Library Agencies Survey. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; *Definitions; Evaluation Methods; *Expenditures; *Income; Library Funding; *Library Statistics; Library Surveys; National Surveys; *State Agencies
IDENTIFIERS- National Center for Education Statistics; *State Library Agencies Survey

An evaluation was conducted to study the fiscal section of the State Library Agencies Survey of the National Center for Education Statistics (NCES), examining Parts K, L, and M. The evaluation was designed to check for duplication of data collection between the survey and the compliance materials of the Office of Library Programs (OLP), a former agency of the U.S. Department of Education, and to analyze selected definitions used in the survey. No duplication was found between the NCES survey and the OLP for the fiscal year 1995, and duplication was not likely for fiscal years 1994 and 1996. Some recommendations are made to improve data collection in the future. The study of definitions suggests that that lack of a precise definition of "income" in Part K and expenditures in Parts L and M may have contributed to some confusion in reporting. Some statewide library agencies appeared to misclassify their expenditures data. Recommendations are made for improving data classification. Part III of this report discusses the evaluation methodology. Two appendixes contain information and excerpts from the NCES and OLP surveys. (SLD)

Studies; *Disadvantaged Youth; Inner City; Mass Media Effects; Popular Culture; *Socialization; Urban Schools; *Urban Youth
IDENTIFIERS- *Social Construction

This case study chronicles the lives of 20 inner-city adolescents and their experiences in and out of school. It explores the social construction of reality among these seventh and eighth graders and refutes the myth that these disadvantaged students suffer from cognitive deficits. The chapters are: (1) "Introduction"; (2) "The Course of Construction"; (3) "Primary Socialization and Construction of Reality"; (4) "Listen: Do You Hear What I Hear?"; (5) "'Showdown': Impact of Mass Media and Popular Culture"; and (6) "Reality Is Socially Constructed! The Causal Network." (Contains 3 tables, 11 figures, and 197 references.) (SLD)

ED 433 398 UD 033 085

Wong, Kenneth K.; Alkins, Kimberley F.
Toward Systemic Reform in High-Poverty Schools: A Comparative Analysis of Two Large School Districts.
SPONS. AGENCY- Mid-Atlantic Lab. for Student Success, Philadelphia, PA.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Disadvantaged Youth; Educational Assessment; *Educational Change; Educational Policy; Elementary Secondary Education; Ethnicity; High Risk Students; Parent Participation; Professional Development; Racial Differences; School Districts; *Systems Development; *Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title I; *Montgomery County Public Schools MD; *Philadelphia School District PA; Reform Efforts; Systemic Educational Reform

The effects of current school reforms on teaching and learning for students at risk of educational failure were studied by examining systemic reform strategies in two large school districts, Montgomery County (Maryland) and Philadelphia (Pennsylvania). Montgomery County is implementing the "Success for Every Student" program, an educational policy that provides broad strategies and specific tasks for schools. Philadelphia began its "Children Achieving" agenda in 1995. Impacts of these reforms on Title I schoolwide programs, curriculum standards, assessment, professional development, and parental involvement were studied at the school/classroom and system levels. Student achievement trends were also examined. Overall, the case studies of Title I programs in these two districts indicate that the schools are making efforts to move toward systemic improvements. Standards are being taken seriously in both districts, and professional development is being emphasized. Flexibility at the school and classroom levels is allowing innovation in instructional strategies. However, parent involvement efforts should be increased in both districts. Test scores still present a less than positive picture of achievement in both districts, especially when scores are disaggregated by race and ethnicity; but given the newness of the reform efforts, it would be unfair to conclude that these districts have failed in their attempts to provide success for all students. An appendix contains a list of sources used in the study and a description of the components of the

AUTHOR INDEX

Aaron, Bruce

Equating "r"-based and "d"-based Effect Size Indices: Problems with a Commonly Recommended Formula.
13p. 1mf. L1 ED 433 353

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Ige, Gabriel

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(053) Guides - Non-Classroom

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Access for Disabled People to School Buildings: Management and Design Guide. Building Bulletin 91.
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Year 2000 Computing Challenge: Education Taking Needed Actions but Work Remains. Testimony before the Subcommittee on Oversight and Investigations, Committee on Education and the Workforce, House of Representatives.
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(100) AudioVisual Non-Print Materials

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0p. L3 ED 433 258

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(102) Machine-Readable Data Files

Museums and the Web 1999: Selected Papers from an International Conference.
246p. L3 ED 432 996

Public Library Data, FY 1996. On Disk. CD-ROM .

Presentation to the U.S. National Commission on Libraries and Information Science by Carolyn Hoover Sung.	39p.	L1	ED 433 023
National Plan To Reduce the Vulnerability of School Buildings to Natural Disasters: Antigua and Barbuda.	33p.	L1	ED 432 900
The National Reading Panel Progress Report.	53p.	L1	ED 432 737
National Reading Panel Regional Meeting Synthesis.	29p.	L1	ED 432 738
NCAA Division I Graduation-Rates Report, 1999. Graduation-Rates Data (1989-90, 1990-91, 1991-92, and 1992-93 Entering Classes) and Undergraduate-Enrollment Data (Fall 1997).	647p.	L1	ED 433 318
NCAA Division I, II & III Graduation-Rates Summary, 1999. Graduation-Rates Data (1989-90, 1990-91, 1991-92, and 1992-93 Entering Classes) and Undergraduate-Enrollment Data (Fall 1997).	27p.	L1	ED 433 319
The New Design Handbook for School Food Service. Revised.	227p.	L1	ED 432 881
New Paradigm: Articulation/Transfer. Arizona State University and the Maricopa Community Colleges.	9p.	L1	ED 433 057
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On-line Career Services: A Brief Update.	17p.	L1	ED 432 673
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The Outdoor Classroom: Educational Use, Landscape Design, & Management of School Grounds. Second Edition. Building Bulletin 71.	88p.	L1	ED 432 893
Overcoming the Underdevelopment of Learning: A Transdisciplinary View.	16p.	L1	ED 433 361
An Overview of Independent Higher Education in Florida: Enrollments and State Funding.	25p.	L1	ED 432 945
Parallel Lives: The Relationship between the Sexes at Millersville State Normal School, 1855-1927.	24p.	L1	ED 433 274
Partnership for Excellence Performance Report. Fact Sheet.	9p.	L1	ED 433 054
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Facing the Emperor: Student Work as a Tool for the Evaluation of a Goals 2000 Professional Development Initiative.	26p.	L1	ED 433 346
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Faculty Computer Expertise and Use of Instructional Technology. Technology Survey.	8p.	L1	ED 433 067
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A First Look at What We Can Learn from High Performing School Districts: An Analysis of TIMSS Data from the First in the World Consortium.	96p.	L1	ED 433 243
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From the "War Room" to the Classroom: Understanding the Perceptions and Practices of a Literacy Teacher in an Urban High School Service-Learning Program.	30p.	L1	ED 433 378
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(020) Collected Works - General

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Advances in Library Administration and Organization. Volume 16.	363p.	L3	ED 433 029
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Development and Learning of Children and Youth in Urban America.	175p.	L1	ED 433 390
The Development of Virtual Education: A Global Perspective. A Study of Current Trends in the Virtual Delivery of Education.	178p.	L1	ED 432 668
The Early Years: A Reader.	264p.	L3	ED 433 096
Education. CUNY Panel: Rethinking the Disciplines. Women in the Curriculum Series.	73p.	L1	ED 432 965
Educational Documentation, Research and Decision-Making: National Case Studies. Studies in Comparative Education.	348p.	L3	ED 433 370
Health and Social Services among International Labor Migrants: A Comparative Perspective. CMAS Border & Migration Studies Series.	184p.	L3	ED 433 170

The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.	177p.	L2	ED 433 142
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Children Who Desperately Want To Read, but Are Not Working at Grade Level: Use Movement Patterns as "Windows" To Discover Why. Part IV: Crossing All Three Midlines Automatically.	13p.	L1	ED 432 752
Choosing Employment Interventions: A Guide for the Discriminating Palate.	159p.	L2	ED 432 713
Colorado Technology Competency Guidelines for Classroom Teachers and School Library Media Specialists.	17p.	L1	ED 433 020
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Effective Mentoring in English Education: Building Professional Partnerships. Professional Development Guide.	123p.	L1	ED 432 762
The Election of 1800: Teaching about a Critical Moment in the History of American Constitutional Democracy. ERIC Digest.	4p.	L1	ED 433 299
Enhancing Reading Fluency for Secondary Students - Part I and Enhancing Reading Comprehension for Secondary Students - Part II. Professional Development Guide.	189p.	L1	ED 432 722
Examining Phonics and Word Recognition Instruction in Early Reading Programs. Professional Development Guide.	61p.	L1	ED 432 725
Exit Counseling Guide for Counselors. William D. Ford Federal Direct Loan Program.	23p.	L1	ED 432 931
Extending Interactions with Non-fiction Texts: An Exit into Understanding.	16p.	L1	ED 432 776

0p. L3 ED 433 043

State Library Agencies Data FY 1997. On Disk. CD-ROM .
0p. L3 ED 433 044

(110) Numerical/Quantitative Data

Academics 2000: 1997 Progress Report.
198p. L1 ED 432 813

Bilingual/ESL Programs Evaluation Report, 1997-98. Publication Number 97.08.
91p. L1 ED 433 356

California County Data Book 1997 and Report Card 1997. Challenges Ahead: Can Counties Make the Grade? A Children Now Report.
174p. L1 ED 433 132

Campus Profiles Report: Fall Term Enrollments 1994-1997.
75p. L1 ED 433 068

Community Needs Assessment Office Administration & Technology (OAT).
23p. L1 ED 433 059

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(021) Collected Works - Proceedings

American Council on Consumer Interests Annual Conference (45th, Chicago, Illinois, March 24-27, 1999).	178p.	L2	ED 432 684

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Go Global: Read! 1999 Summer Library Program Manual. Bulletin No. 99100.	280p.	L1	ED 433 036
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The Guide for Choosing African American Parenting Curricula.	78p.	L1	ED 433 107
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Guide for Choosing Parenting Curricula I: For Use by Community Coalitions, Community Leaders, Organizations, Parents, and Parenting Educators.	84p.	L1	ED 433 106
Guidelines for Environmental Design in Schools (Revision of Design Note 17). Building Bulletin 87.	47p.	L1	ED 432 905
Health Is Academic. A Guide to Coordinated School Health Programs.	366p.	L2	ED 433 315

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Language Minority Student Demographics in Maine Schools, 1997-98.	81p.	L1	ED 432 922
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Matriculation Status of Nova Southeastern University's Fall Term 1993 Cohort at the Beginning of Fall Term 1998: Breakout Analyses for Campus-Based Students and Distance Education Students. Report No. 99-03.	46p.	L1	ED 432 951
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NCAA Division I Graduation-Rates Report, 1999. Graduation-Rates Data (1989-90, 1990-91, 1991-92, and 1992-93 Entering Classes) and Undergraduate-Enrollment Data (Fall 1997).	647p.	L1	ED 433 318
NCAA Division I, II & III Graduation-Rates Summary, 1999. Graduation-Rates Data (1989-90, 1990-91, 1991-92, and 1992-93 Entering Classes) and Undergraduate-Enrollment Data (Fall 1997).	27p.	L1	ED 433 319
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HE032671	ED432963
HE032672	ED432964
HE032673	ED432965
HE032674	ED432966
HE032675	ED432967
HE032676	ED432968
HE032677	ED432969
HE032678	ED432970
HE032679	ED432971
HE032680	ED432972
HE032681	ED432973
HE032682	ED432974
HE032683	ED432975
HE032684	ED432976
HE032685	ED432977
HE032686	ED432978
HE032687	ED432979
HE032688	ED432980
HE032689	ED432981

IR - Information and Technology

IR019706	ED432982
IR019707	ED432983
IR019708	ED432984
IR019709	ED432985
IR019710	ED432986
IR019711	ED432987
IR019712	ED432988
IR019713	ED432989
IR019714	ED432990
IR019715	ED432991
IR019716	ED432992
IR019717	ED432993
IR019718	ED432994
IR019719	ED432995
IR019720	ED432996//
IR019721	ED432997//
IR019722	ED432998
IR019723	ED432999
IR019724	ED433000
IR019725	ED433001
IR019726	ED433002//
IR019727	ED433003
IR019729	ED433004
IR019731	ED433005
IR019732	ED433006
IR019733	ED433007
IR019751	ED433008

IR019752	ED433009
IR019813	ED433010
IR019814	ED433011//
IR019815	ED433012//
IR019818	ED433013
IR019819	ED433014
IR019820	ED433015
IR019821	ED433016
IR019822	ED433017
IR057400	ED433018//
IR057401	ED433019
IR057403	ED433020
IR057406	ED433021
IR057407	ED433022
IR057408	ED433023
IR057409	ED433024
IR057410	ED433025
IR057411	ED433026
IR057412	ED433027//
IR057413	ED433028//
IR057414	ED433029//
IR057415	ED433030//
IR057416	ED433031
IR057417	ED433032
IR057418	ED433033//
IR057419	ED433034//
IR057420	ED433035
IR057422	ED433036
IR057423	ED433037
IR057424	ED433038
IR057425	ED433039
IR057426	ED433040
IR057427	ED433041
IR057428	ED433042
IR057429	ED433043//
IR057430	ED433044//

JC - Community Colleges

JC990492	ED433045
JC990530	ED433046
JC990534	ED433047
JC990537	ED433048
JC990538	ED433049
JC990540	ED433050
JC990541	ED433051
JC990542	ED433052
JC990544	ED433053
JC990545	ED433054
JC990547	ED433055
JC990548	ED433056
JC990549	ED433057
JC990550	ED433058
JC990553	ED433059
JC990554	ED433060
JC990555	ED433061
JC990556	ED433062
JC990557	ED433063
JC990558	ED433064
JC990559	ED433065
JC990560	ED433066
JC990561	ED433067
JC990562	ED433068
JC990563	ED433069

JC990564	ED433070
JC990565	ED433071
JC990566	ED433072
JC990567	ED433073
JC990568	ED433074
JC990569	ED433075
JC990576	ED433076
JC990577	ED433077

PS - Elementary and Early Childhood Education

PS026290	ED433078
PS026828	ED433079
PS026956	ED433080//
PS027111	ED433081
PS027151	ED433082
PS027309	ED433083
PS027411	ED433084//
PS027420	ED433085
PS027556	ED433086
PS027586	ED433087
PS027643	ED433088
PS027644	ED433089
PS027647	ED433090//
PS027709	ED433091
PS027710	ED433092
PS027732	ED433093//
PS027733	ED433094//
PS027734	ED433095//
PS027741	ED433096//
PS027749	ED433097
PS027766	ED433098
PS027768	ED433099
PS027770	ED433100
PS027779	ED433101
PS027785	ED433102
PS027788	ED433103
PS027791	ED433104
PS027792	ED433105
PS027797	ED433106
PS027798	ED433107
PS027799	ED433108
PS027800	ED433109
PS027801	ED433110
PS027807	ED433111
PS027808	ED433112
PS027809	ED433113
PS027810	ED433114
PS027811	ED433115
PS027812	ED433116
PS027813	ED433117
PS027814	ED433118
PS027822	ED433119
PS027823	ED433120
PS027824	ED433121
PS027826	ED433122
PS027827	ED433123
PS027839	ED433124
PS027840	ED433125
PS027841	ED433126//
PS027842	ED433127
PS027846	ED433128
PS027847	ED433129
PS027848	ED433130

PS027849	ED433131
PS027850	ED433132
PS027854	ED433133
PS027855	ED433134
PS027856	ED433135
PS027857	ED433136
PS027860	ED433137
PS027861	ED433138
PS027862	ED433139
PS027863	ED433140
PS027867	ED433141
PS027868	ED433142
PS027869	ED433143
PS027870	ED433144
PS027871	ED433145
PS027873	ED433146
PS027883	ED433147
PS027884	ED433148
PS027885	ED433149
PS027906	ED433150
PS027913	ED433151
PS027915	ED433152
PS027917	ED433153
PS027964	ED433154
PS027965	ED433155

RC - Rural Education and Small Schools

RC020431	ED433156
RC020433	ED433157
RC020972	ED433158
RC021600	ED433159
RC022048	ED433160
RC022053	ED433161
RC022054	ED433162
RC022055	ED433163//
RC022058	ED433164
RC022065	ED433165
RC022066	ED433166
RC022069	ED433167
RC022071	ED433168
RC022073	ED433169
RC022074	ED433170//
RC022077	ED433171//
RC022078	ED433172
RC022081	ED433173
RC022082	ED433174
RC022083	ED433175
RC022084	ED433176

SE - Science, Mathematics, and Environmental Education

SE058314	ED433177
SE058322	ED433178
SE060027	ED433179
SE060479	ED433180
SE060859	ED433181
SE061005	ED433182
SE061145	ED433183
SE061146	ED433184
SE061158	ED433185
SE061233	ED433186
SE061392	ED433187
SE061952	ED433188

SE061966	ED433189
SE061967	ED433190
SE061968	ED433191
SE061969	ED433192
SE061971	ED433193
SE061972	ED433194
SE061973	ED433195
SE061975	ED433196
SE061976	ED433197
SE061983	ED433198
SE062007	ED433199
SE062018	ED433200//
SE062232	ED433201
SE062283	ED433202
SE062349	ED433203
SE062360	ED433204
SE062362	ED433205//
SE062366	ED433206
SE062401	ED433207
SE062409	ED433208//
SE062421	ED433209
SE062426	ED433210
SE062428	ED433211
SE062437	ED433212//
SE062443	ED433213
SE062452	ED433214
SE062491	ED433215
SE062501	ED433216
SE062503	ED433217
SE062506	ED433218
SE062507	ED433219
SE062520	ED433220
SE062585	ED433221
SE062604	ED433222
SE062606	ED433223
SE062607	ED433224
SE062614	ED433225
SE062615	ED433226//
SE062616	ED433227
SE062688	ED433228
SE062713	ED433229
SE062722	ED433230
SE062723	ED433231
SE062751	ED433232
SE062754	ED433233
SE062758	ED433234
SE062762	ED433235
SE062764	ED433236
SE062775	ED433237
SE062776	ED433238
SE062779	ED433239
SE062781	ED433240
SE062782	ED433241
SE062783	ED433242
SE062784	ED433243
SE062788	ED433244
SE062791	ED433245
SE062797	ED433246
SE062798	ED433247//
SE062799	ED433248
SE062801	ED433249
SE062806	ED433250
SE062831	ED433251//
SE062832	ED433252//

SE062833	ED433253//
SE062834	ED433254//
SE062835	ED433255//
SE062836	ED433256//
SE062837	ED433257//
SE062838	ED433258//
SE062839	ED433259//

SO - Social Studies/Social Science Education

SO027375	ED433260
SO029049	ED433261
SO029124	ED433262
SO030717	ED433263
SO030938	ED433264
SO030940	ED433265
SO030946	ED433266
SO030949	ED433267
SO030984	ED433268
SO030989	ED433269
SO031011	ED433270
SO031013	ED433271
SO031020	ED433272
SO031021	ED433273
SO031023	ED433274
SO031024	ED433275
SO031025	ED433276
SO031026	ED433277
SO031027	ED433278
SO031028	ED433279
SO031029	ED433280
SO031030	ED433281
SO031031	ED433282
SO031032	ED433283
SO031033	ED433284
SO031047	ED433285
SO031048	ED433286
SO031154	ED433287
SO031155	ED433288
SO031160	ED433289
SO031161	ED433290
SO031162	ED433291
SO031167	ED433292
SO031171	ED433293
SO031172	ED433294
SO031173	ED433295
SO031174	ED433296
SO031175	ED433297
SO031185	ED433298
SO031199	ED433299

SP - Teaching and Teaching Education

SP038597	ED433300
SP038600	ED433301
SP038705	ED433302
SP038706	ED433303
SP038707	ED433304
SP038708	ED433305
SP038709	ED433306
SP038710	ED433307
SP038711	ED433308
SP038712	ED433309
SP038713	ED433310

SP038714	ED433311
SP038715	ED433312
SP038716	ED433313
SP038718	ED433314
SP038719	ED433315
SP038720	ED433316
SP038721	ED433317//
SP038724	ED433318
SP038725	ED433319
SP038726	ED433320
SP038727	ED433321//
SP038732	ED433322
SP038734	ED433323
SP038737	ED433324
SP038739	ED433325//
SP038740	ED433326
SP038742	ED433327
SP038744	ED433328//
SP038745	ED433329
SP038746	ED433330
SP038748	ED433331
SP038749	ED433332
SP038750	ED433333
SP038752	ED433334
SP038753	ED433335
SP038754	ED433336
SP038755	ED433337
SP038757	ED433338
SP038758	ED433339
SP038761	ED433340
SP038762	ED433341
SP039735	ED433342//
SP039741	ED433343

TM - Assessment and Evaluation

TM029830	ED433344
TM030013	ED433345
TM030014	ED433346
TM030015	ED433347
TM030017	ED433348
TM030018	ED433349
TM030019	ED433350
TM030020	ED433351
TM030021	ED433352
TM030022	ED433353
TM030023	ED433354
TM030024	ED433355
TM030025	ED433356
TM030027	ED433357
TM030028	ED433358
TM030048	ED433359
TM030049	ED433360
TM030050	ED433361
TM030051	ED433362
TM030052	ED433363
TM030053	ED433364
TM030054	ED433365
TM030055	ED433366
TM030056	ED433367
TM030058	ED433368
TM030059	ED433369
TM030065	ED433370//
TM030066	ED433371//

TM030069	ED433372//
TM030072	ED433373
TM030073	ED433374
TM030074	ED433375
TM030170	ED433376
TM030574	ED433377

UD - Urban Education

UD032984	ED433378
UD032985	ED433379
UD032986	ED433380
UD032987	ED433381
UD032988	ED433382
UD032989	ED433383
UD032990	ED433384
UD032991	ED433385
UD032992	ED433386
UD032993	ED433387
UD032994	ED433388//
UD033075	ED433389
UD033076	ED433390
UD033077	ED433391
UD033078	ED433392
UD033079	ED433393
UD033080	ED433394
UD033081	ED433395
UD033083	ED433396
UD033084	ED433397//
UD033085	ED433398
UD033086	ED433399
UD033087	ED433400
UD033088	ED433401
UD033090	ED433402
UD033091	ED433403
UD033092	ED433404
UD033094	ED433405
UD033095	ED433406//